



Australian Islamic College Adelaide

Senior School Curriculum Handbook

Address: 22A Cedar Ave, West Croydon SA5008

Tel: (08) 8340-7799 Email: info@aic.sa.edu.au Website: aic.sa.edu.au

Vision

*Islamic Values and Academic Excellence for
Success in this Life and the Hereafter*

Mission Statement

Our goal is for our Muslim youth to aspire towards excellence in both character and education. We want our students to encounter new educational experiences that will serve their future aspirations whilst maintaining a balance between academic pursuits and Islamic values.

Objectives

- Committed, balanced individuals
- Contributing citizens and community builders
- Importance of Islamic Faith (Imaan)
- Purpose of Prayer (Salah)
- Strong Moral Character (Akhlaaq)

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Subjects taught at Year 10

- Arabic
- English
- Furnishing - Certificate 1
- Geography
- History
- Health and Physical Education
- Information Processing and Publishing (Stage 1)
- General Mathematics
- Mathematics
- Essential Mathematics (Stage 1)
- Personal Learning Plan (Stage 1)
- Religion Studies (Including Quaranic and Islamic Studies) (Stage 1)
- Science
- Workplace Practices (Stage 1)

Arabic

| | |
|------------------------|---|
| Learning Area: | Languages |
| Subject: | Year 10 Arabic |
| Course Value: | Whole year |
| Pre-requisites: | Students should achieve a grade of C and above in Year 9 Arabic |

Course Description:

The study of Arabic contributes to the overall education of students, most particularly in the area of cross-cultural understanding, cognitive development, literacy, and general knowledge. It provides access to the culture of the Arabic communities and promotes understanding of different attitudes and values within the wider Australian community and beyond. The language to be studied and assessed is modern standard Arabic.

At this level, students bring to their learning existing knowledge of Arabic language and culture and a range of strategies. They become increasingly aware of the world beyond their own and engage with youth-related and social and sustainability issues.

Assessment:

Speaking, Listening and Responding, Reading, Writing tasks.

An examination (oral and written) will be conducted at the end of the semester.

Content:

Communication - Socialising, informing, creating, translating and reflecting.

Understanding - System of the Language, Language variation and change, Role of the language and culture.

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the Australian Curriculum website.

<https://www.australiancurriculum.edu.au/f-10-curriculum/languages/>

English

| | |
|------------------------|--|
| Learning Area: | English |
| Subject: | Year 10 English |
| Course Value: | Full Year |
| Pre-requisites: | Successful completion of Year 9 English or EAL |

Course Description:

This course is designed for students of mixed ability, including those for whom English is an additional language or dialect. The course is designed to develop the ability of students to read, write, view, speak and listen and in doing so to demonstrate the Year 10 Achievement Standards of the Australian Curriculum. Students will be provided with a scaffolded approach, which includes modelling, deconstruction, joint construction and independent construction.

Assessment:

Formative: Formative assessment tasks are ongoing and designed to improve students' understanding.

Summative: Summative tasks are marked and contribute to the term grade.

- Two written/multimodal tasks (These should be at least 500 words or equivalent)
- Two oral presentations (These should be at least 4 minutes long)
- Two responses to texts (These may be oral, written or multimodal)
- Exams at the end of Term 2 and Term 4 (90 minutes)

Content:

Content is described in the Australian Curriculum in the three strands of Literature, Language and Literacy. Course content will be organised by theme such as: autobiography, the civil rights movement in the US, the experience of migrants in Australia, and the world of Shakespeare.

Students will read/view a range of texts and produce a variety of responses to texts, which may be written, spoken or multimodal. They will also produce written, spoken and multimodal texts, which demonstrate their understanding of text structures and language features to persuade, imagine, and inform. Students will also develop their listening skills.

Students will read and respond to shared texts, as well as engage in independent reading.

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the Australian Curriculum website.

<https://www.australiancurriculum.edu.au/f-10-curriculum/english/>

Furnishing - Certificate 1

| | |
|------------------------|---|
| Learning Area: | Vocational Education and Training (VET) |
| Subject: | Certificate I in Furnishing MSF 10113 |
| Course Value: | 50 SACE credits (whole year) |
| Pre-requisites: | Nil |

Course Description:

This qualification is typically used to develop skills and knowledge in basic furnishing techniques that include a variety of employment-related skills, including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. It involves collaboration with others through members of a group or team. Upon completion, this certificate will form part of an industry recognised qualification that can be used to enter a College of TAFE.

Assessment:

A broad range of assessment methods will be used to assess practical skills and knowledge.

Content: CORE UNITS

| Unit Code | Unit title (Complete all eight (8) from the list below) |
|--------------|--|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSAPMOHS100A | Follow OHS procedures |
| MSMOPS101 | Make measurements |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSFFM100 | Construct a basic timber furnishing product |
| MSFFM2002 | Assemble Furnishing Components |
| MSFFM2005 | Join Solid Timber |

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the My Skills website.

<https://myskills.gov.au/courses/details?Code=MSF10113>

Geography

| | |
|------------------------|---------------------------------------|
| Learning Area: | Humanities and Social Sciences (HASS) |
| Subject: | Year 10 Geography |
| Course Value: | One semester |
| Pre-requisites: | Nil |

Course Description:

By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria.

Assessment:

- Geographical Sources Enquiry—25%
- Multimedia Presentation—25%
- Comparative study—25%
- Excursion Report —25%

Content:

Term 3: Environmental Change and Management

- How can the spatial variation between places and changes in environments be explained?
- How do different worldviews, including Indigenous Australian approaches, influence decisions on how to manage environmental and social change globally?
- What are different views on sustainability and in what ways can humans facilitate sustainability?

Term 4: Geographies of Human Wellbeing

- How can we measure and map human wellbeing, and then compare wellbeing globally?
- What issues influence spatial differences in developing nations, looking in focus at Africa, Pacific Islands, or South America, in terms of measures of human wellbeing?
- How do spatial variations impact on human wellbeing, comparing across Australia and globally?
- What management options exist for sustaining human and natural systems into the future?

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the Australian Curriculum Website

<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/>

History

| | |
|------------------------|--------------------------------|
| Learning Area: | Humanities and Social Sciences |
| Subject: | Year 10 History |
| Course Value: | One Semester |
| Pre-requisites: | Nil |

Course Description:

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Assessment:

Multimedia Presentation—25%
Source Analysis—25%
Historical Essay—25%
Inquiry Research Poster—25%

Content:

Term 1:

- What were the peace treaties after World War One?
- What were the causes of the Roaring Twenties and Great Depression?
- What were the events leading up to and causes of WW2?
- How were Australians involved in WW2 and what was the impact on Australia?

Term 2:

- What rights and freedoms have Indigenous Australians fought for and won since 1945?
- How have civil rights movements around the world influenced the movement for better civil rights for Indigenous Australians?
- What were the key moments and key Indigenous figures in fighting for rights and freedoms?
- How has the government helped and hindered this struggle?
- How have the rights of Indigenous people improved up till this day? What challenges do they still face?
- What does “popular culture” mean and how have global developments since 1945 influenced popular culture in Australia to this day?

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the Australian Curriculum Website

<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/>

Health and Physical Education

| | |
|------------------------|---------------------------------------|
| Learning Area: | Health and Physical Education |
| Subject: | Year 10 Health and Physical Education |
| Course Value: | Whole year |
| Pre-requisites: | Nil |

Course Description:

The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing. Students explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Assessment:

- Checklists
- Observation of game situations
- Demonstration of practical skills
- Small group and class discussion
- Written tasks
- Journal to record information and develop critical thinking and reflection

Content:

The Health course is taught in conjunction with the Physical Education program. The focus at this level is:

- Alcohol and other drugs
- Health benefits of physical activity
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

Reporting:

A grade of A - E will be recorded on term reports.

For further information please check the ACARA Website
<https://www.australiancurriculum.edu.au>

Information Processing and Publishing (Stage 1 – IPP [A])

| | |
|------------------------|---|
| Learning Area: | Business, Enterprise, and Technology |
| Subject: | Stage 1 Information Processing & Publishing A (IPP) |
| Course Value: | 10 SACE Credits, (one semester, offered in Year 10 across the entire year at AIC) |
| Pre-requisites: | Nil |

Course Description:

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based 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.

Students choose between 2 variants within the Information Processing & Publishing Subject - IPP (A) students generally create hard copy products while IPP (B) students create electronic text-based publications. Both variants are expected to evaluate the design development process within the curriculum.

Assessment:

- Practical Skills Tasks - 50%
- Issues Analysis Task - 20%
- Product and Documentation Task - 30%

Content:

- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing
- Data Input

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website:

<https://www.sace.sa.edu.au/learning/subjects>

Information Processing and Publishing (Stage 1 – IPP [B])

| | |
|------------------------|--|
| Learning Area: | Business, enterprise and technology |
| Subject: | Stage 1 Information Processing and Publishing B |
| Course Value: | 10 credits (One semester course, taught in Year 10 across the full year) |
| Pre-requisites: | None |

Course Description:

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based 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.

Students choose between 2 variants within the Information Processing & Publishing Subject - IPP (A) students generally create hard copy products while IPP (B) students create electronic text-based publications. Both variants are expected to evaluate the design development process within the curriculum.

Assessment:

Practical Skills Tasks - 50%

- Adobe Flash Project
- Digital Storybook/Interactive Quiz
- Multimedia (PowerPoint) Presentation

Issues Analysis Task - 20%

- Keeping Safe on the Internet

Product and Documentation Task - 30%

- Website

Content:

- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing
- Data Input

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

General Mathematics

| | |
|------------------------|---|
| Learning Area: | Mathematics |
| Subject: | Year 10 General Mathematics |
| Course Length: | Whole year |
| Pre-requisites: | Students should achieve a minimum grade of C in Year 9 Mathematics. |

Course Description:

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: **number and algebra, measurement and geometry**, and **statistics and probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The content strands describe the topics/areas of study and encompass the proficiencies.

Assessment:

Assessment takes many forms and teachers will use a range of strategies within the classroom:

- Teacher Observations – All students are observed frequently, individually, in small groups and as a whole class.
- Topic/Unit Specific Assessment Tasks – Tests and Investigations are the most familiar example of this form of assessment.
- Rubrics – The assessment of goal directed tasks with established criteria. They provide authentic and significant challenges and problems.
- Process-focused assessments – Students' skills and developing understandings are regularly observed in context using checklists and notes.

Content:

- **Number and Algebra**
 - Money and Financial Mathematics
 - Patterns and Algebra
 - Linear and Non-Linear Relationships
- **Measurement and Geometry**
 - Using Units of Measurement
 - Geometric Reasoning
 - Pythagoras and Trigonometry
- **Statistics and Probability**
 - Chance
 - Data Representation and Interpretation

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the ACARA Website:

<https://www.australiancurriculum.edu.au/f-10-curriculum/mathematics/>

Mathematics [A]

| | |
|------------------------|---|
| Learning Area: | Mathematics |
| Subject: | Year 10 Mathematics A |
| Course Value: | Whole year |
| Pre-requisites: | Students should achieve a grade of B and above in Year 9 Mathematics. |

Course Description:

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

Assessment:

Assessment may take many forms, and teachers will use a range of strategies within the classroom.

- Teacher Observations – All students are observed frequently, individually, in small groups and as a whole class.
- Topic/Unit Specific Assessment Tasks – Tests are the most familiar example of this form of assessment.
- Rubrics – The assessment of goal directed tasks with established criteria. They provide authentic and significant challenges and problems.
- Process-focused assessments – Students' skills and developing understandings are regularly observed in context using checklists and notes.

Content:

Number and Algebra

- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships

Measurement and Geometry

- Using Units of Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry

Statistics and Probability

- Chance
- Data Representation and Interpretation

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the ACARA Website:

<https://www.australiancurriculum.edu.au/f-10-curriculum/mathematics/>

Essential Mathematics (Stage 1)

| | |
|------------------------|--|
| Learning Area: | Mathematics |
| Subject: | Essential Mathematics |
| Course Value: | 10 SACE Credits (one semester, offered in Year 10, Semester 2) |
| Pre-requisites: | Nil |

Course Description:

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

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

Assessment:

- Assessment Type 1: Skills & Application Tasks 60%
- Assessment Type 2: Folio 40%

Content:

Topics studied cover a range of applications of mathematics, including general calculation, measurement and geometry, money management, and statistics.

Stage 1 Essential Mathematics consists of the following seven topics:

- Topic 1: Calculations, Time, and Ratio
- Topic 2: Earning and Spending
- Topic 3: Geometry
- Topic 4: Data in Context
- Topic 5: Measurement
- Topic 6: Investing
- Topic 7: Open Topic

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website:

<https://www.sace.sa.edu.au/learning/subjects>

Personal Learning Plan (Stage 1)

| | |
|------------------------|---|
| Learning Area: | Cross-disciplinary |
| Subject: | Stage 1 Personal Learning Plan (PLP) |
| Course Value: | 10 SACE Credits, (one semester, offered in Year 10, Semester 1) |
| Pre-requisites: | Nil |

Course Description:

The Personal Learning Plan is a SACE compulsory 10-credit subject, normally undertaken in Year 10. Students must complete the subject with a minimum C grade in order to qualify to receive their SACE.

Students will consider their future aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will investigate a range of techniques that will equip them to work towards setting goals they will need to achieve as they progress through school towards employment, training or further study. Students have opportunities to add further evidence of learning at any stage during their SACE studies.

Assessment:

- | | |
|----------------------------|-----|
| • Assessment Type 1 Folio | 75% |
| • Assessment Type 2 Review | 25% |

Content:

- Identify and research career pathways and options (including further education, training and work)
- Choosing appropriate SACE subjects and courses based on plans for future work and study
- Consider and access subjects and courses available in and beyond school
- Review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT skills)
- Develop skills to help prepare for future employment and improve personal employability
- Identify goals and plans for achievement
- Review and adjust plans in order to help achieve goals

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website:

<https://www.sace.sa.edu.au/learning/subjects>

Religion Studies (Including Qur'anic and Islamic Studies) (Stage 1)

| | |
|-----------------------|--|
| Learning Area: | Humanities and Social Sciences |
| Subject: | Stage 1 Religion Studies (taught in Year 10) |
| Course Value: | 10 credits (one semester but taught over the whole year) |
| Prerequisites: | Nil |

Course Description:

In Stage 1 Religion Studies, students will acquire knowledge and understanding of religion as living and dynamic. Students will investigate the way in which adherents of various religious traditions, or adherents with different perspectives within one tradition, participate in, and respond to, current social and ethical debates and issues of social justice.

The Quran is part of our life and is one the most important components of Religion studies at the Australian Islamic College of Adelaide. As learning the Quran is compulsory upon every Muslim, by the Grace of Allah, our students are given the opportunity to, not only enjoy the recitation of the Quran, but also learn the rules of recitation and learn the meaning of the Creator's word. Memorising the set chapters is also one of the main tasks in Quranic studies. Based on this task, students get the opportunity to participate in the annual Quran competition held at the College.

The Curriculum of Religion studies at the Australian Islamic College of Adelaide is designed to help our students achieve being productive members and good contributor Citizens of the culturally diverse Australian Society. This is to be achieved through implementing the teachings of the Quran and Hadith (sayings of the prophet) that originally brings them close to Allah, the Creator SWT. The branches of Islamic Studies include Fiqh (Jurisprudence), Aqeedah (Islamic Doctrine), Adaab and Akhlaq (Manners and good behaviour) and Islamic History.

In the Senior Secondary level, religious studies is offered as part of SACE subject known as "Stage I Studies in Religion". Under this subject, besides studying our religion Islam in depth, students have the opportunity to explore other religions of the world.

Assessment:

- Practical Activity
- Issues Investigation
- Reflection

Content:

The 1-unit subject consists of:

- One depth study
- One ethical issue/social justice issue study
- Quranic Studies

Reporting: A grade of A – E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Science

| | |
|-----------------------|--|
| Learning Area: | Science |
| Subject: | Year 10 Science |
| Course Value: | Whole year |
| Prerequisites: | Students should achieve a grade of C and above in year 9 Science |

Course Description

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Assessment

Practicals investigation 30%, Research Assignments and Oral presentation 30%
Topic Tests 40%,

Content

Biological Sciences (Transmission of heritable characteristics from one generation to the next involves DNA and genes (ACSSU184))

The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185)

Chemical Sciences (The atomic structure and properties of elements are used to organise them in the Periodic Table (ACSSU186))

Different types of chemical reactions are used to produce a range of products and can occur at different rates (ACSSU187)

Earth and space sciences

The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe (ACSSU188)

Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere (ACSSU189)

Physical sciences

Energy conservation in a system can be explained by describing energy transfers and transformations (ACSSU190)

The motion of objects can be described and predicted using the laws of physics (ACSSU229)

Reporting:

Grade of A-E will be recorded on term reports

For further information please check the ACARA website

<https://www.australiancurriculum.edu.au>

Workplace Practices (Stage 1)

SACE Learning Area: Business, Enterprise & Technology
Subject: Stage 1 Workplace Practices (WPP)
Course Value: 10 SACE Credits, (one Semester, offered in Year 10, Semester 2)
Pre-requisites: Nil

Course Description:

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students are also expected to undertake learning in the workplace (Work Experience) and develop and reflect on their capabilities, interests, and aspirations.

The focus areas of workplace practices are: Industry and Work Knowledge and Vocational Learning.

Assessment:

- Folio 40%
- Performance 30%
- Reflection 30%

Content:

- Future Trends in the World of Work
- The Value of Unpaid Work to Society
- Workers' Rights and Responsibilities
- Career Planning
- Negotiated Topics

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website:

<https://www.sace.sa.edu.au/learning/subjects>

SACE Stage 1 Subjects taught at Year 11

- Accounting
- Arabic
- Biology
- Business and Enterprise
- Chemistry
- English
- English as an Additional Language (or Dialect) (EAL)
- Essential English
- Integrated Learning
- General Mathematics
- Mathematics
- Physics
- Physical Education
- Visual Arts

SACE Stage 2 Subjects taught at Year 11

- Religion Studies
- Research Project B

Accounting [A]

| | |
|------------------------|---|
| Learning Area: | Business, enterprise and technology |
| Subject: | Stage 1 Accounting A |
| Course Value: | 10 credits (One semester) |
| Pre-requisites: | Students should achieve a B or better in year 10 Maths. |

Course Description:

Stage 1 Accounting is suitable for students who want to acquire practical skills and knowledge in managing financial processes used in society. It will help students to develop skills in critical thinking, problem solving and the application of information and communications technology. These skills will enable students to apply accounting information in financial decision making for a range of accounting entities. The subject also allows students to develop and understand the ethical considerations that affect financial decision making in contemporary society. Accounting helps students to manage their own financial affairs throughout their lives.

Assessment:

Skills and Applications Task 80%

Investigation 20%

An examination will be conducted at the end of each semester

Content:

- The Environment of Accounting
- Business Documents
- Double Entry Recording

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Accounting [B]

| | |
|------------------------|---|
| Learning Area: | Business, enterprise and technology |
| Subject: | Stage 1 Accounting B |
| Course Value: | 10 credits (One Semester) |
| Pre-requisites: | Students should achieve a B or better in year 10 Maths. |

Course Description:

Stage 1 Accounting is suitable for students who want to acquire practical skills and knowledge in managing financial processes used in society. It will help students to develop skills in critical thinking, problem solving and the application of information and communications technology. These skills will enable students to apply accounting information in financial decision making for a range of accounting entities. The subject also allows students to develop and understand the ethical considerations that affect financial decision making in contemporary society. Accounting helps students to manage their own financial affairs throughout their lives.

Assessment:

Skills and Applications Task 80%

Investigation 20%

An examination will be conducted at the end of each semester

Content:

- Keeping Cash Records
- Financial Reports

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Arabic [A]

| | |
|------------------------|--|
| Learning Area: | Languages |
| Subject: | Stage 1 Arabic A, Continuers' Level |
| Course Value: | 10 Credits (One Semester) |
| Pre-requisites: | Students should achieve a grade of C and above in Year 10 Arabic |

Course Description:

The study of Arabic contributes to the overall education of students, most particularly in the area of communication and writing, but also in the area of cross-cultural understanding, cognitive development, literacy, and general knowledge. It provides access to the culture of the Arabic communities and promotes understanding of different attitudes and values within the wider Australian community and beyond. The language to be studied and assessed is modern standard Arabic.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Arabic at continuers' level:

- Assessment Type 1: Interaction - weight (20%)
- Assessment Type 2: Text Production - weight (20%)
- Assessment Type 3: Text Analysis - weight (20%)
- Assessment Type 4: Investigation – weight (40%)

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

An Examination (oral and written) will be conducted at the end of the semester.

Content:

- The Individual: Personal World, Family and Friends, Education and Aspirations, Health
- The Arabic Speaking Communities: Lifestyle, Culture and Traditions, Arabic Civilisation
- The Changing World: Social Issues, The Natural World, The World of Work

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website
<https://www.sace.sa.edu.au/learning/subjects>

Arabic [B]

| | |
|------------------------|---|
| Learning Area: | Languages |
| Subject: | Stage 1 Arabic B, Continuers' Level |
| Course Value: | 10 Credits (One Semester) |
| Pre-requisites: | Students should achieve a grade of C and above in Semester 1. |

Course Description:

The study of Arabic contributes to the overall education of students, most particularly in the area of communication and writing, but also in the area of cross-cultural understanding, cognitive development, literacy, and general knowledge. It provides access to the culture of the Arabic communities and promotes understanding of different attitudes and values within the wider Australian community and beyond. The language to be studied and assessed is modern standard Arabic.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Arabic at continuers' level:

- Assessment Type 1: Interaction - weight (20%)
- Assessment Type 2: Text Production - weight (20%)
- Assessment Type 3: Text Analysis - weight (20%)
- Assessment Type 4: Investigation – weight (40%)

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

An Examination (oral and written) will be conducted at the end of the semester.

Content:

- The Individual: Personal World, Family and Friends, Education and Aspirations, Health
- The Arabic Speaking Communities: Lifestyle, Culture and Traditions, Arabic Civilisation
- The Changing World: Social Issues, The Natural World, The World of Work

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Biology [A]

| | |
|------------------------|---|
| Learning Area: | Science |
| Subject: | Stage 1 Biology A |
| Course Value: | 10 Credits (one semester) |
| Pre-requisites: | Students should achieve a B or better in Year 10 Science. |

Course Description

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

Assessment

Investigation Folio: 60%

- Practical investigation
- Science as human endeavour

Skills and Applications Task: 40%

- Topic Test 1
- Topic Test 2

Content

The following topics provide the framework for learning in Stage 1 Biology:

Topic 1: Cells and Microorganisms

Topic 2: Biodiversity and Ecosystem Dynamics

Reporting

A grade of A to E will be recorded on term reports.

For further information please check the SACE website

<https://www.sace.sa.edu.au/learning/subjects>

Biology [B]

| | |
|------------------------|---|
| Learning Area: | Science |
| Subject: | Stage 1 Biology B |
| Course Value: | 10 Credits (one semester) |
| Pre-requisites: | Students should achieve a B or better in Year 10 Science. |

Course Description

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

Assessment

Investigation Folio: 60%

- Practical investigation
- Science as human endeavour

Skills and Applications Task: 40%

- Topic Test 3
- Topic Test 4

Content

- Topic 3: Infectious Diseases
- Topic 4: Multicellular Organisms

Reporting

A grade of A-E will be recorded on term reports

For further information please check the SACE website

<https://www.sace.sa.edu.au/learning/subjects>

Business and Enterprise [A]

| | |
|------------------------|-------------------------------------|
| Learning Area: | Business, enterprise and technology |
| Subject: | Stage 1 Business & Enterprise A |
| Course Value: | 10 credits (One semester) |
| Pre-requisites: | Nil |

Course Description:

Students have the opportunity to interact with the business community and develop applied skills of investigation and reporting. Business Studies provides skills and information on business practices that are essential for life and work in Australia and the global context. Students have the opportunity to investigate, analyse and respond to current business issues. They develop skills in enterprise, technology, employment, communication and interaction with both business and the community. TAFE modules are embedded within the course, giving students the opportunity to develop practical skills in the area of Business Studies.

Assessment:

| | |
|--------------|-----|
| Folio | 50% |
| Practical | 25% |
| Issues Study | 25% |

Content:

One core topic

- Introduction to Business and Enterprise

Two elective topics:

- Establishing a Business
- Business Plan

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Business and Enterprise [B]

| | |
|------------------------|-------------------------------------|
| Learning Area: | Business, enterprise and technology |
| Subject: | Stage 1 Business & Enterprise B |
| Course Value: | 10 credits (One semester) |
| Pre-requisites: | Nil |

Course Description:

Students have the opportunity to interact with the business community and develop applied skills of investigation and reporting. Business Studies provides skills and information on business practices that are essential for life and work in Australia and the global context. Students have the opportunity to investigate, analyse and respond to current business issues. They develop skills in enterprise, technology, employment, communication and interaction with both business and the community. TAFE modules are embedded within the course, giving students the opportunity to develop practical skills in the area of Business Studies.

Assessment:

| | |
|--------------|-----|
| Folio | 50% |
| Practical | 25% |
| Issues Study | 25% |

Content:

One core topic

- Introduction to Business and Enterprise in Practice

Two elective topics

- Marketing
- Globalisation

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Chemistry [A]

| | |
|------------------------|---|
| Learning Area: | Science |
| Subject: | Stage 1 Chemistry A |
| Course Value: | 10 Credits (one semester) |
| Pre-requisites: | Students should achieve a B or better in Year 10 Science. |

Course Description

Through study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. 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. Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Assessment

Investigation Folio: 60%

- Practical investigation
- Science as human endeavour

Skills and Applications Task: 40%

- Topic Test 1
- Topic Test 2
- Topic Test 3

Content

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

- Science inquiry skills
- Science as a human endeavor
- Science understanding.

The topics for Stage 1 Chemistry A are:

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

Reporting

A grade of A-E will be recorded on term reports

For further information please check the SACE website

<https://www.sace.sa.edu.au/learning/subjects>

Chemistry [B]

| | |
|------------------------|---|
| Learning Area: | Science |
| Subject: | Stage 1 Chemistry B |
| Course Value: | 10 Credits (one semester) |
| Pre-requisites: | Students should achieve a B or better in Year 10 Science. |

Course Description

In this topic, students investigate the properties of polar and non-polar liquids, their miscibility with other liquids, and their capacity to act as solvents. They investigate the solubility of substances in water, and compare and analyse a range of solutions. Students use new chemical terminology and conventions to express ideas about solubility and extend their numeracy skills in calculations of concentrations and enthalpy changes.

Students explore how human activities can lead to the formation of acid rain and how an understanding of the relevant science is used globally to develop strategies for its prevention.

Students investigate production and storage of electricity using electrochemical cells and explore how the development of new electrochemical cells offers environmental, social, and economic advances.

Assessment

Investigation Folio: 60%

- Practical investigation
- Science as human endeavour

Skills and Applications Task: 40%

- Topic Test 4
- Topic Test 5
- Topic Test 6

Content

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

- Science inquiry skills
- Science as a human endeavor
- Science understanding.

The topics for Stage 1 Chemistry B are:

- Topic 4: Mixtures and solutions
- Topic 5: Acid and bases
- Topic 6: Redox reactions

Reporting

A grade of A-E will be recorded on term reports

For further information please check the SACE website

<https://www.sace.sa.edu.au/learning/subjects/English>

English [A]

| | |
|------------------------|---|
| Learning Area: | English |
| Subject: | Stage 1 English A |
| Course Value: | 10 Credits (one semester) |
| Pre-requisites: | Students should achieve a grade of C or Above in Year 10 English. |

Course Description

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

In stage 1 English students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. 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.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Students undertake extensive essay writing and critical literacy activities in preparation for Year 12 English.

Assessment

Assessment Type 1: Responding to Texts 50%

Assessment Type 2: Creating Texts 25%

Assessment Type 3: Inter-textual Study 25%

Content

Students read and respond to text by analysing literary perspectives, reviewing performances and writing an intertextual analysis. Students create their own texts and present it in written, oral or multimodal form.

Reporting

An achievement of A-E will be recorded on term reports.

For further information please check the SACE website

<https://www.sace.sa.edu.au/learning/subjects>

English [B]

| | |
|------------------------|---|
| Learning Area: | English |
| Subject: | Stage 1 English B |
| Course Value: | 10 Credits (one semester) |
| Pre-requisites: | Students should achieve a grade of C or Above in Year 10 English. |

Course Description

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

In stage 1 English students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. 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.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Students undertake extensive essay writing and critical literacy activities in preparation for Year 12 English.

Assessment

Assessment Type 1: Responding to Texts 50%

Assessment Type 2: Creating Texts 25%

Assessment Type 3: Inter-textual Study 25%

Content

Students read and respond to text by analysing literary perspectives, reviewing performances and writing an intertextual analysis. Students create their own texts and present it in written, oral or multimodal form.

Reporting

An achievement of A-E will be recorded on term reports.

For further information please check the SACE website

<https://www.sace.sa.edu.au/learning/subjects>

English-EALD [A]

| | |
|------------------------|---|
| Learning Area: | English |
| Subject: | Stage 1 English as an Additional Language (or Dialect) EALD (Variant A) |
| Course Value: | 10 Credits (one semester) |
| Pre-requisites: | There are no prerequisites. Two semesters of English or EALD are compulsory at Stage 1. |

Eligibility:

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. All students who want to enrol in an English as an Additional Language subject will be required to apply to the SACE Board for eligibility.

Course Description:

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between these structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and interpreted.

Students develop confidence in creating texts for different purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

Assessment:

- Assessment Type 1: Responding to Texts 50%
- Assessment Type 2: Interactive Study 25%
- Assessment Type 3: Language Study 25%

Content:

Students watch a TED talk and then write a summary of it for someone who has not seen the presentation.

Students read a short story and then prepare a multi-modal presentation about the story and what we learn from it using words and pictures.

Students interview an adult about his/her experience of learning English and prepare a report on what they learn.

Students study the language of advertising by investigating two advertisements from different media for the same product.

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

English-EALD [B]

| | |
|------------------------|---|
| Learning Area: | English |
| Subject: | Stage 1 English as an Additional Language (or Dialect) EALD (Version B) |
| Course Value: | 10 Credits (one semester) |
| Pre-requisites: | There are no prerequisites. Two semesters of English or EALD are compulsory at Stage 1. |

Eligibility:

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. All students who want to enrol in an English as an Additional Language subject will be required to apply to the SACE Board for eligibility.

Course Description:

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between these structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and interpreted.

Students develop confidence in creating texts for different purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

Assessment:

Assessment Type 1: Responding to Texts 50%

Assessment Type 2: Interactive Study 25%

Assessment Type 3: Language Study 25%

Content:

Students read a picture book by Shawn Tan and then retell it in their own words.

Students watch a film, then retell a significant event in the film from the perspective of one of the characters.

Students watch three films/documentaries about genetic modification and then engage in a one-on-one discussion with their teacher about the topic.

Students study the language of magazines by comparing the way two magazines target different audiences.

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Essential English [A]

| | |
|------------------------|-----------------------------|
| Learning Area: | English |
| Subject: | Stage 1 Essential English A |
| Course Value: | 10 Credits (One Semester) |
| Pre-requisites: | Nil |

Course Description:

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students are expected to:

1. Develop communication skills through reading, viewing, writing, listening, and speaking
2. Comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
3. Identify and analyze how the structure and language of texts vary for different purposes, audiences, and contexts
4. Express information, ideas, and perspectives, using a range of textual conventions
5. Create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

Assessment:

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

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

For a 10-credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

Content:

- Students view a short film 'The Lost Thing' and analyse the themes and director's perspective.
- Students conduct analysis of a magazine cover with focus on conventions and language features.
- Students create a magazine cover and produce a writer's statement to justify their decisions.
- Students create a narrative text based on visual prompt.

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Essential English [B]

| | |
|------------------------|-----------------------------|
| Learning Area: | English |
| Subject: | Stage 1 Essential English B |
| Course Value: | 10 Credits (One Semester) |
| Pre-requisites: | Nil |

Course Description:

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students are expected to:

1. Develop communication skills through reading, viewing, writing, listening, and speaking
2. Comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
3. Identify and analyze how the structure and language of texts vary for different purposes, audiences, and contexts
4. Express information, ideas, and perspectives, using a range of textual conventions
5. Create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

Assessment:

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

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

For a 10-credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

Content:

- Students view a full length film and analyse the use of film techniques.
- Students analyse posters for their content and language features.
- Students create a school newsletter.
- Students create a narrative text on a topic of their choice.

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Integrated Learning

| | |
|------------------------|---------------------------|
| Learning Area: | Cross Disciplinary |
| Subject: | Integrated Learning |
| Course Value: | 10 Credits (one semester) |
| Pre-requisites: | Nil |

Course Description

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning.

Schools design Integrated Learning programs for a specific purpose, product, or outcome according to the interests and needs of students in their local context.

In doing this, schools determine an Integrated Learning program focus. The program focus is designed around a theme, community, or context that has meaning to the students; for example, innovation and enterprise initiatives, STEM activities, Aboriginal knowledge and cultures, global citizenship outlooks, art and cultural influences, health and wellbeing initiatives, leadership development, vocational pathways, and literacy and/or numeracy development and enhancement.

Assessment

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

Assessment Type 1: Practical Exploration

Assessment Type 2: Connections

Assessment Type 3: Personal Venture

Content

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

- at least one practical exploration
- at least one connections task
- at least one personal venture

Reporting

An achievement of A-E will be recorded on term reports.

General Mathematics [A]

| | |
|-----------------------|--|
| Learning Area: | Mathematics |
| Subject: | Stage 1 General Mathematics A |
| Course Value: | 10 credits (one semester) |
| Prerequisites: | There are no pre-requisites. One semester of Mathematics is compulsory at Stage 1. |

Course Description:

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

Assessment:

- Skills and Application Tasks 65%
- Folio 35%
- End of semester Exam

Content:

Topics studied cover a range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject, there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

The following three topics are selected for semester 1

- Topic 1: Investing and Borrowing
- Topic 2: Measurement
- Topic 3: Statistical Investigation

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

General Mathematics [B]

| | |
|-----------------------|--|
| Learning Area: | Mathematics |
| Subject: | Stage 1 General Mathematics B |
| Course Value: | 10 credits (one semester) |
| Prerequisites: | There are no pre-requisites. One semester of Mathematics is compulsory at Stage 1. |

Course Description:

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

Assessment:

- Skills and Application Tasks 65%
- Folio 35%
- End of semester Exam

Content:

Topics studied cover a range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modeling using linear functions, and discrete modeling using networks and matrices. In this subject, there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

The following three topics are selected for semester 2

- Topic 4: Applications of Trigonometry
- Topic 5: Linear and Exponential Functions and their Graphs
- Topic 6: Matrices and Networks

Reporting:

A grade of A - E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Mathematics

| | |
|------------------------|--|
| Learning Area: | Mathematics |
| Subject: | Stage 1 Mathematics |
| Course Value: | 20 Credits (Whole year) |
| Pre-requisites: | Students should achieve a grade of B and above in Year 10 Mathematics A. |

Course Description:

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

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

Assessment:

- Skills and Application Tasks 75%
- Folio 25%
- End of semester Exam

Content:

Mathematics at Stage 1 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.

Stage 1 Mathematics is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem-solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Key concepts from 10A Mathematics in the Australian Curriculum required for the study of Stage 1 Mathematics, Stage 2 Mathematical Methods, and Stage 2 Specialist Mathematics have been incorporated into the relevant topics.

Stage 1 Mathematics consists of the following topics:

- Topic 1: Functions and Graphs (5 weeks)
- Topic 2: Polynomials (5 weeks)
- Topic 3: Trigonometry (6 weeks)
- Topic 4 – Counting and Statistics (5 weeks)
- Topic 5 – Growth and Decay (4 weeks)
- Topic 6 –Introduction to Differential Calculus (6 weeks)

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Physics [A]

| | |
|-----------------------|---|
| Learning Area: | Science |
| Subject: | Stage 1 Physics A |
| Course Length: | 10 credits (One Semester) |
| Prerequisites: | Students should achieve a minimum grade of B in Year 10 Science and B in Year 10 Mathematics A. |

Course Description:

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 macro cosmos, 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.

Assessment:

- Assessment Type: Investigations Folio (Two practical reports)
- Assessment Type: Skills and Applications Tasks. (Two tests and one oral presentation)

Content:

- Motion
- Forces
- Work and Energy
- Waves
- Light

Reporting

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website
<https://www.sace.sa.edu.au/learning/subjectsPhysics>

Physical Education

| | |
|-----------------------|-------------------------------|
| Learning Area: | Health and Physical Education |
| Subject: | Stage 1 Physical Education |
| Course Value: | 10 Credits (one semester) |
| Prerequisites: | Nil |

Course Description

In Physical Education, students study human physical activity and its place in the lives of individuals and groups of people. Students examine the practical application of human physical skills and analyse the personal, community, and global issues that surround the role of human physical activity in society.

Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health, and lifestyle issues.

Students acquire an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. They develop skills in communication and investigation and the ability to apply knowledge to practical situations. Students gain enjoyment from skilled performance in individual and group activities.

Assessment

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

- Assessment type 1: Practical
- Assessment type 2: Folio

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

- Two practical tasks
- Two assessments for the folio.

Content

A Stage 1 Physical Education program consists of the following approaches, through which students develop the concepts and skills of Physical Education.

Practical Skills and Applications

Principles and Issues

- The nature of physical activity
- Issues in physical activity.

Reporting

An achievement of A-E will be recorded on term reports.

For further information please check the SACE Board Website
<https://www.sace.sa.edu.au/learning/subjects>

Visual Arts

| | |
|------------------------|-------------------------------------|
| Learning Area: | The Arts |
| Subject: | Stage 1 Visual Arts (Art or Design) |
| Course Value: | 10 credits (one semester) |
| Pre-requisites: | Nil |

Course Description:

Visual Arts may be undertaken as a 10-credit subject or a 20-credit subject at Stage

In this subject outline, Visual Arts is categorised into the two broad areas of Art and Design.

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work.

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a specialised background in visual Arts.

Assessment:

Assessment at Stage 1 is school based.

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

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

Content:

Students can enroll at Stage 1 in:

- Visual Arts — Art

and/or

- Visual Arts — Design.
- Visual Arts in Context.

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Religion Studies

| | |
|-----------------------|--|
| Learning Area: | Humanities and Social Sciences |
| Subject: | Stage 2 Religion Studies (taught in Year 11) |
| Course Value: | 20 credits (full year) |
| Prerequisites: | Nil |

Course Description:

It is designed to help our Muslim students to acquire knowledge about their religion from the Quran and the teachings of the Prophet. Within the Religion Studies, students learn how to read the Quran, memorise selected Surahs, and understand its meaning. The Quran is part of our life and is one of the most important components of Religion studies at the Australian Islamic College of Adelaide. As learning the Quran is compulsory upon every Muslim, by the Grace of Allah, our students are given the opportunity to, not only enjoy the recitation of the Quran, but also learn the rules of recitation and learn the meaning of the Creator's word. The Students also get the opportunity to learn how to implement the beautiful teachings of the Quran in almost all aspects of life including behaviour and dealing with the Creator, dealing with parents and dealing with other fellow human beings. Memorising the set chapters is also one of the main tasks in Quranic studies. Based on this task, students get the opportunity to participate in the annual Quran competition held at the College.

The Religion Studies subject enables students to understand Islam and acquire a thorough practical and spiritual knowledge which also introduces them to some fundamental fields of learning, like the Sciences of Aqeedah, Hadeeth, Tafseer, Seerah and Fiqh in greater depth.

In Year 11 students will learn how to play a leadership role by reflecting on the life of the Prophet (p.b.u.h.), how to lead the Islamic rituals such as the Prayers, preparing the funeral procession (Salaatul Janaazah) and how to calculate the inheritance matters according to the Islamic Inheritance Law.

Assessment:

- Issues investigation
- Student-negotiated Tasks/Presentation.
- Practical Activity

Content:

- Seerah An- Nabi (Life of the Prophet)
- Tawheed, Tafseer, Hadeeth and Fiqh
- Ahkaam: e.g. Al-Janaaz, Inheritance Laws and Islamic Economics.
- Quranic Studies

Reporting: A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Research Project [B]

| | |
|------------------------|--|
| Learning Area: | Cross-disciplinary |
| Subject: | Stage 2 Research Project B (offered at Year 11) |
| Course Value: | 10 Credits (One semester, but taught across the full year) |
| Pre-requisites: | Nil |

Course Description:

Stage 2 Research Project is a compulsory 10-credit subject. Students must achieve a C–grade or better to complete the subject successfully and gain their SACE.

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital skills of planning, research, synthesis, evaluation, and project management.

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

Assessment:

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

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Evaluation (30%)

Content:

In Research Project B students choose a research question that is based on an area of interest. They identify one or more capabilities that are relevant to their research.

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

Students synthesise their key findings to produce a Research Outcome, which is substantiated by evidence and examples from the research. They evaluate the research processes used, and the quality of their Research Outcome.

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

SACE Stage 2 Subjects taught at Year 12

- Accounting
- Arabic
- Biology
- Business and Enterprise
- Chemistry
- English
- English as an Additional Language (or Dialect) EAL
- Essential English
- Integrated Learning
- General Mathematics
- Mathematical Methods
- Physics
- Religion Studies
- Visual Arts

Accounting

| | |
|------------------------|---|
| Learning Area: | Business, enterprise and technology |
| Subject: | Stage 2 Accounting |
| Course Value: | 20 credits (full year) |
| Pre-requisites: | Successful completion of Stage 1 Accounting |

Course Description:

Stage 2 Accounting Studies is suitable for students who want to acquire an understanding of the financial information processes used in society. It provides students with an in-depth study of the theoretical and practical applications of accounting. It also helps students to develop skills in critical thinking, problem solving, decision making and communication.

Assessment:

School-based Assessment:

- Skills and Applications Tasks 50%
- Report 20%

External Assessment:

- Examination 30%

A Trial Exam will be conducted at the end of Term 3.

Content:

- • The Environment of Accounting
- • Financial Accounting
- • Management Accounting

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Arabic

| | |
|------------------------|--|
| Learning Area: | Languages |
| Subject: | Stage 2 Arabic Continuers Level |
| Course Value: | 20 Credits (Full year) |
| Pre-requisites: | Successful completion of Stage 1 Arabic. |

Course Description:

The study of Arabic contributes to the overall education of students, most particularly in the area of communication and writing, but also in the area of cross-cultural understanding, cognitive development, literacy, and general knowledge. It provides access to the culture of the Arabic communities and promotes understanding of different attitudes and values within the wider Australian community and beyond. The language to be studied and assessed is modern standard Arabic.

Assessment:

School-based Assessment (70%):

Type 1 Folio Assessment Tasks – weight (50%)

- Interaction Task
- Text Analysis Task
- Text Production Task

Type 2 Folio In-depth Study – weight (20%)

- Written Response in Arabic
- Oral Response in Arabic
- Reflective Response in English

External Assessment (30%):

Type 3: Oral Examination & Written Examination (30%)

Content:

- The Individual: Personal World, Family and Friends, Education and Aspirations, Health
- The Arabic Speaking Communities: Lifestyle, Culture and Traditions, Arabic Civilisation
- The Changing World: Social Issues, The Natural World, The World of Work

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Biology

| | |
|-----------------------|--|
| Learning Area: | Science |
| Subject: | Stage 2 Biology |
| Course Value: | 20 credits (full year) |
| Prerequisites: | Successful completion of Stage 1 Biology |

Course Description

Stage 2 Biology focuses on the development of an understanding of the overarching principles of biology, such as the relationship between structure and function, the importance of regulation and control, and the need for the exchange of materials and the transformation of energy. These principles, together with that of the continuity of life, involving adaptation and change, provide a framework within which students can explore aspects of biology from the microscopic to the macroscopic, and make sense of the living world. This course provides an understanding of the living world around scientific skills and us, which are essential for science students at the tertiary level. The scientific method is a theme throughout the course, so time is devoted to required practical exercises. They are also involved in investigating current social issues of biological significance as part of their summative assessment tasks.

Assessment

School-based Assessment

Investigation Folio 30% Skills and Applications Tasks 40%

External Assessment

Examination 30%

Content

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

- Science inquiry skills
- Science as a human endeavor
- Science understanding.

The topics for Stage 2 Biology are:

- Topic 1: DNA and proteins
- Topic 2: Cells as the basis of life
- Topic 3: Homeostasis
- Topic 4: Evolution

Reporting: A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Business and Enterprise

| | |
|------------------------|---|
| Learning Area: | Business, enterprise and technology |
| Subject: | Stage 2 Business & Enterprise |
| Course Value: | 20 credits (full year) |
| Pre-requisites: | Successful completion of Stage 1 Business and Enterprise. |

Course Description:

Stage 2 Business Studies provides skill and information on business practices that are essential for life and work in Australia and the global context. Students have the opportunity to investigate, analyse and respond to current business issues, in both school and community environments. Students will benefit from skills development in enterprise, technology, employment, communication and interaction with business and the community.

Assessment:

School-based Assessment:

Folio 30% Practical 20% Issues Study 20%

External Assessment:

Report (Situational analysis) 30%

Content:

Core Topics

- The Business Environment
- Business in Australia
- The nature and structure of Business
- The Business Enterprise

Elective Topics

- Business and Marketing
- Business and Technology

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Chemistry

Learning Area: Science

SACE Classification: Stage 2 Chemistry

Course Value: 20 credits (full year)

Prerequisite Successful completion of Stage 1 Chemistry

Course Description

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

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Assessment

School-based Assessment

Investigation Folio 30% Skills and Assessment Tasks 40%

External Assessment:

Examination 30%

Content

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

Science inquiry skills

Science as a human endeavor

Science understanding.

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the environment
- Topic 2: Managing chemical processes
- Topic 3: Organic and biological chemistry
- Topic 4: Managing resources.

Reporting: A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

English

| | |
|------------------------|---|
| Learning Area: | English |
| Subject: | Stage 2 English |
| Course Value: | 20 credits (full year) |
| Pre-requisites: | Successful completion of Stage 1 English. |

Course Description: In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students read and view a range of texts, including texts created by Australian authors. Through close study of texts, students explore relationships between content and perspectives and the text and its context. 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.

Students appreciate how clear and effective writing and speaking displays a depth of understanding, engagement, and imagination for a range of purposes, audiences, and contexts.

Assessment

School-based Assessment 70%

Assessment Type 1: Responding to Texts 30%
 Media Comparative Task 10%
 Film Response 10%
 Class Novel Response 10%

Assessment Type 2: Creating Texts 40%
 Speech – TED talk 10%
 Recount 10%
 Persuasive 10%
 Writer's Statement 10%

External assessment: 30%

Assessment Type 3: Comparative Analysis 30%

Content

Responding to texts such as a class novel and a film to answer an individual essay question focusing on authorial/directorial technique, character development, representation or thematic treatment. Students select two examples of the same news item from any media. They analyse the similarities and differences between the ways the news is presented in the two texts.

Whilst creating texts students choose a topic of interest and create a speech in the style of a TED talk for a global online audience. Students produce a true or fictional recount of an event or time that has had a significant impact on their life. Students also write a persuasive argument in response to an article or about an issue. A writer's statement is produced for one or more of the three created texts that explains and justifies the creative decisions made in the process of composing the texts. Externally marked comparative analysis of two text of their choice.

Reporting

An achievement standard of A-E will be recorded on term reports.

<https://www.sace.sa.edu.au/learning/subjects>

English as an Additional Language (or Dialect) EAL

| | |
|------------------------|--|
| Learning Area: | English |
| Course Value: | Stage 2 English as an Additional Language |
| Pre-requisites: | Successful completion of Stage 1 EAL or English. |

This subject is designed for students for whom English is an additional language or dialect. Students who want to enrol in English as an Additional Language will be required to apply to the SACE Board for eligibility.

Course Description:

Stage 2 EAL focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation.

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and evaluated. Personal, social, and cultural perspectives in texts are analysed and evaluated.

Students develop confidence in creating texts for different purposes in both real and imagined contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

Assessment:

School-based Assessment: 70%

 Assessment Type 1: Academic Literacy Study (30%)

 Assessment Type 2: Responses to texts (40%)

External Assessment: 30%

 Assessment Type 3: Exam (30%)

Content:

Students investigate a question or a topic and present their findings in an academic style by producing two tasks:

 a written report

 an oral interaction, such as a tutorial or discussion.

Students complete four responses to a range of texts, at least one of which must be a literary text. At least one response must be presented in oral form and two must be in written form.

The responses should total a maximum of 3000 words or the equivalent in oral or multimodal form, where 6 minutes is equivalent to 1000 words.

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Essential English

| | |
|-----------------------|---|
| Learning Area: | English |
| Subject: | Stage 2 Essential English |
| Course Value: | 20 Credits (Whole Year) |
| Prerequisites: | Successful completion of Stage 1 Essential English or EAL |

Course Description:

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Students are expected to:

1. extend communication skills through reading, viewing, writing, listening, and speaking
2. consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts
3. examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences
4. analyse the role of language in supporting effective communication
5. create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Essential English:

School assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External assessment (30%)

- Assessment Type 3: Language Study (30%)

Course Contents :

The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined. The texts and contexts may be negotiated with the students, and there may be a focus on different contexts and/or texts within any class group.

Reporting:

A grade of A - E will be recorded on term reports.

For further information please check the SACE Website

<https://www.sace.sa.edu.au/web/essential-english/stage-2/>

Integrated Learning

| | |
|------------------------|-----------------------------|
| Learning Area: | Cross-disciplinary |
| Subject: | Stage 2 Integrated Learning |
| Course Value: | 20 credits (Whole year) |
| Pre-requisites: | Nil |

Course Description:

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project.

Assessment:

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

School Assessment (70%)

- Assessment Type 1: Practical (30%)
- Assessment Type 2: Group Activity (20%)
- Assessment Type 3: Folio and Discussion (20%)

External Assessment (30%)

- Assessment Type 4: Project (30%).

Content:

An Integrated Learning program is a focused study that has a purpose, product, or outcome. An Integrated Learning program is undertaken by a group of students in a school, or a student or students involved in a community group, allowing them to explore their connections with the wider community.

Integrated Learning can be organised in different ways, according to the needs and interests of the students and the school.

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

General Mathematics

| | |
|-----------------------|--|
| Learning Area: | Mathematics |
| Subject: | Stage 2 General Mathematics |
| Course Value: | 20 Credits (whole year) |
| Prerequisites: | Successful completion of Stage 1 General Mathematics. or Stage 1 Mathematics |

Course Description:

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, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices, and discrete models. completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Assessment:

School-based Assessment

- 5 Skills and Application Tasks 40%
- 2 Mathematical Investigations 30%

External Assessment

- 2 Hour Examination covering 3 topics: Statistical Models, Financial Models and Discrete Models 30%

Content:

This course offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models
- Open topic
- Students will study five topics from the above.

Reporting:

grade of A+- E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Mathematical Methods

| | |
|------------------------|--|
| Learning Area: | Mathematics |
| Subject: | Stage 2 Mathematical Methods |
| Course Value: | 20 Credits (Whole year) |
| Pre-requisites: | Successful completion of Stage 1 Mathematics |

Course Description:

Mathematical may be undertaken as a 20-credit subject at Stage2. Students who complete this subject with a C–or better will meet the numeracy requirement of the SACE.

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.

Assessment:

School-based Assessment: 70%

- Skills and Applications Tasks 45%
- Folio 25%

External Assessment

- Examination 30%

Content:

Stage 2 Mathematical Methods is a 20-credit subject that consists of the following topics:

- Topic 1: Further Differentiation and Applications (10 weeks)
- Topic 2: Discrete Random Variables (4 weeks)
- Topic 3: Integral Calculus (6 weeks)
- Topic 4: The logarithmic function (3 weeks)
- Topic 5: Continuous Random Variables and the Normal Distribution (4 weeks)
- Topic 6: Sampling and Confidence Intervals (3 weeks)

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

Physics

| | |
|------------------------|--|
| Learning Area: | Science |
| Subject: | Stage 2 Physics |
| Course Value: | 20 Credits (Whole Year) |
| Pre-requisites: | Successful completion of Stage 1 Physics in semesters one and two. |

Course Description:

Physics is the science of the nature of matter and energy in space and time. The study of Physics covers a wide range of physical phenomena: from the subatomic particles to the Universe as a whole. All laws and forces of nature originate from mathematical symmetries of space and time.

Physics 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. Physics contributes to people's understanding and appreciation of the natural world and to their ability to make informed decisions about technological applications.

Assessment:

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

School-based assessment 70%

Assessment Type 1: Investigations Folio (40%)
Includes practical investigations and an issue investigation

Assessment Type 2: Skills and Applications Tasks (30%)

At least four skills and application tasks such as tests

External assessment 30%

Assessment Type 3: Examination (30%)

Content:

The study of Stage 2 Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of physics.

Stage 2 Physics is of four sections:

- Motion in Two Dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

Reporting: A grade of A-E will be recorded on term reports.

Religion Studies

| | |
|-----------------------|--|
| Learning Area: | Humanities and Social Sciences |
| Subject: | Stage 2 Religion Studies (taught in Year 11) |
| Course Value: | 20 credits (full year) |
| Prerequisites: | Nil |

Course Description:

It is designed to help our Muslim students to acquire knowledge about their religion from the Quran and the teachings of the Prophet. Within the Religion Studies, students learn how to read the Quran, memorise selected Surahs, and understand its meaning. The Quran is part of our life and is one of the most important components of Religion studies at the Australian Islamic College of Adelaide. The Students also get the opportunity to learn how to implement the beautiful teachings of the Quran in almost all aspects of life including behaviour and dealing with the Creator, dealing with parents and dealing with other fellow human beings. Memorising the set chapters is also one of the main tasks in Quranic studies. Based on this task, students get the opportunity to participate in the annual Quran competition held at the College.

The Religion Studies subject enables students to understand Islam and acquire a thorough practical and spiritual knowledge which also introduces them to some fundamental fields of learning, like the Sciences of Aqeedah, Hadeeth, Tafseer, Seerah and Fiqh in greater depth.

In Year 12 students will learn how to play a leadership role by reflecting on the life of the Prophet (p.b.u.h.), how to lead the Islamic rituals such as the Prayers, preparing the funeral procession (Salaatul Janaazah) and how to calculate the inheritance matters according to the Islamic Inheritance Law. The Curriculum of Religion studies at the Australian Islamic College of Adelaide is designed to help our students achieve being productive members and good contributor Citizens of the culturally diverse Australian Society. This is to be achieved through implementing the teachings of the Quran and Hadith (sayings of the prophet) that originally brings them close to Allah, the Creator SWT. The branches of Islamic Studies include Fiqh (Jurisprudence), Aqeedah (Islamic Doctrine), Adaab and Akhlaq (Manners and good behaviour) and Islamic History.

Assessment:

- Issues investigation.
- Student-negotiated Tasks/Presentation.
- Practical Activity.

Content:

- Seerah An- Nabi (Life of the Prophet)
- Tawheed, Tafseer, Hadeeth and Fiqh
- Ahkaam: e.g. Al-Janaaiz, Inheritance Laws and Islamic Economics.
- Quranic Studies

Reporting: A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website
<https://www.sace.sa.edu.au/learning/subjects>

Visual Arts

| | |
|------------------------|-------------------------------------|
| Learning Area: | The Arts |
| Subject: | Stage 2 Visual Arts (Art or Design) |
| Course Value: | 20 credits (Whole year) |
| Pre-requisites: | Nil |

Course Description:

In this subject outline, Visual Arts is categorised into the two broad areas of Art and Design.

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work.

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

Assessment:

Assessment at Stage 2, folio and Practical are marked at school, moderated at SACE and visual study is marked by SACE.

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

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

Content:

Students can enroll at Stage 2 in:

Visual Arts — Art

and/or

Visual Arts — Design.

Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>