

2023 / 1444

SENIOR SCHOOL CURRICULUM HANDBOOK



**AUSTRALIAN
ISLAMIC COLLEGE**

22A Cedar Ave
West Croydon SA 5008

WHO WE ARE

Our 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)

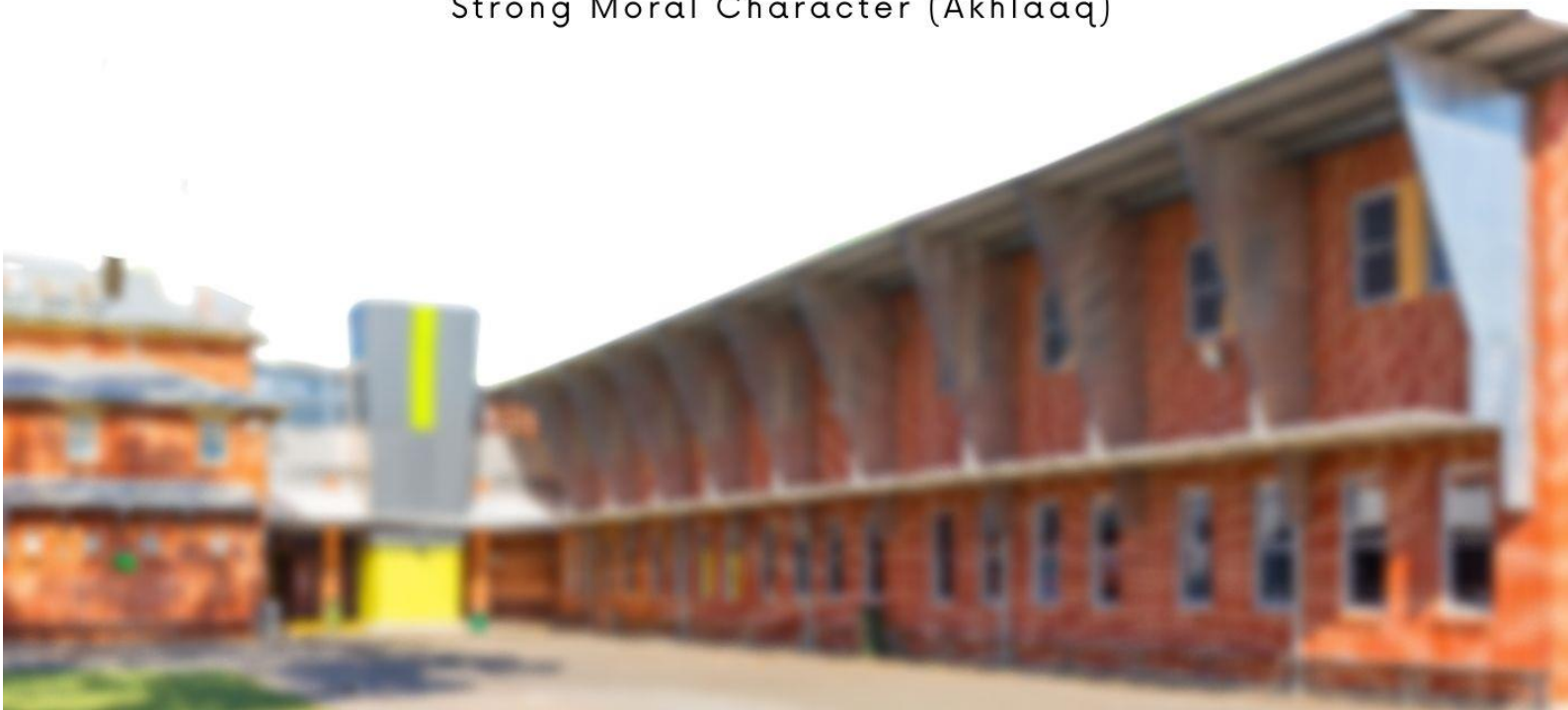


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South Australian Certificate of Education (SACE)

The South Australian Certificate of Education (SACE), has been designed to meet the needs and interests of today's young people, as well as to make it relevant for employers, who are increasingly looking to employ highly skilled workers.

Stage1 subjects are grade from A to E

Stage2 subjects are graded from A+ to E-

Students need to achieve 200 credits to successfully to complete the SACE (ten credits equates to one semester or two terms) Students can get achieve SACE credits through VET (Vocational Education and Training) qualifications

Compulsory Subjects

- Personal Learning Plan 10 credits (stage1)
- Literacy - at least 20 credits from a range of English subjects (Stage 1)
- Numeracy - at least 10 credits from a range of Mathematics subjects (Stage 1)
- Research Project - (10 credits at Stage 2)
- Other Stage 2 subjects totaling at least 60 credits to achieve the SACE and 80 credits to achieve an ATAR score.

In order to obtain the SACE, students must achieve at least a C grade in the compulsory subjects. The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects, vocational training.

For more information on the SACE, please visit the [SACE Board website](#)



Subjects in Year 10

- Arabic
- English
- Humanities and Social Sciences
- Health and Physical Education
- Information Processing and Publishing (Stage 1)
- General Mathematics
- Mathematics
- Personal Learning Plan (Stage 1)
- Science
- STEAM
- Spiritualities, Religion, and Meaning including Quran Studies (Stage 1)
- Visual Arts
- Workplace Practices (Stage 1)

Arabic

Subject:	Year 10 Arabic
Course Value:	Full 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 will be conducted at the end of each 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+ to E- will be recorded on term reports.

For further information please check the Australian Curriculum website.

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

English

Subject:	Year 10 English
Course Value:	Full Year
Pre-requisites:	Successful completion of Year 9 English or EALD

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:

- ✓ Responses to texts (These may be oral, written or multimodal)
- ✓ Creating Texts (These may be written or multimodal)
- ✓ A variety of formative and summative activities
- ✓ An examination will be conducted at the end of each semester.

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+ to E- will be recorded on term reports.

For further information please check the Australian Curriculum website.

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

Humanities & Social Sciences

Subject: Year 10 History, Geography, Civics and Citizenship, Business and Economics

Course Value: Full Year

Pre-requisites: Nil

Course Description:

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, economic and societal factors involved, and how these different factors interrelate.

Assessment:

- ✓ Source Analysis
- ✓ Video Responses
- ✓ Reports
- ✓ Quizzes
- ✓ Semester exam

Content:

The primary purpose of our social studies program is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society. Faced with the complexity of our modern world from the local to the global level, responsible participation in society is not easily achievable.

One of the key aims of this area of study is to enable students to understand the nature of relationships among people, societies and environments in various times and places. It requires the development of the skills of social investigation, social criticism and participation. Through the process of inquiry, of raising questions and gaining insights, students are encouraged to develop a more thoughtful and analytical approach to gaining information and using that information appropriately.

Reporting:

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

For further information please check the Australian Curriculum Website

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

Health and Physical Education

Subject:	Year 10 Health and Physical Education
Course Value:	Full 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+ to E- will be recorded on term reports.



Information Processing & Publishing

Subject: Stage 1 Information Processing & Publishing (IPP)
Course Value: 10 SACE Credits, (One semester)
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:

School-based Assessment

- ✓ Assessment Type1: Practical Skills Tasks (50%)
- ✓ Assessment Type2: Issues Analysis Task (20%)
- ✓ Assessment Type3: Product and Documentation Task (30%)

Content:

- Business Publishing
- Digital Presentations & Digital Publishing
- Personal Publishing

Reporting:

A grade of A+ to 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

Subject: Year 10 General Mathematics
Course Length: Full 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:

- ✓ 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.
- ✓ An examination will be conducted at the end of each semester.

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+ to E- will be recorded on term reports.

For further information please check the ACARA Website:

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

Mathematics [A]

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

Course Description:

This course is intended for students who require additional content to enrich and extend their mathematical study whilst completing the common Year 10 curriculum. It is not anticipated that all students will attempt the 10A content, but doing so would be advantageous for those intending to pursue Mathematical Methods or Specialist Mathematics in the senior secondary years. A selection of topics from the 10A curriculum can be completed according to the needs and interests of students.

Assessment:

- ✓ 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.
- ✓ An examination will be conducted at the end of each semester.

Content:

Number and Algebra

- Real Numbers
- 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+ to E- will be recorded on term reports.

For further information please check the ACARA Website:

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

Personal Learning Plan

Subject:	Stage 1 Personal Learning Plan (PLP)
Course Value:	10 SACE Credits (One semester)
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:

School-based Assessment

- Assessment Type1: Folio (80%)
- Assessment Type2: Review (20%)

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+ to 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

Subject: Year 10 Science

Course Value: Full 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
- ✓ Investigations
- ✓ Research Assignments and Oral presentation
- ✓ Topic Tests and exam

Content

- Biological Sciences (Transmission of heritable characteristics from one generation to the next involves DNA and genes)
- The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.
- Chemical Sciences (The atomic structure and properties of elements are used to organise them in the Periodic Table)
- Different types of chemical reactions are used to produce a range of products and can occur at different rates.
- Earth and space sciences as 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
- Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere
- Physical sciences
- Energy conservation in a system can be explained by describing energy transfers and transformations.
- The motion of objects can be described and predicted using the laws of physics.

Reporting:

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

For further information please check the ACARA website

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

STEAM

Learning Area: Science, Technology, Engineering, Art, Mathematics

Subject: Year 10 STEAM

Course Value: 1 Semester

Pre-requisites: Nil

Course Description

STEAM is new elective subject at AIC that implements elements of science, technology, engineering, art and mathematics. Throughout this unit students learn about sustainability in fashion and garment production and the issues faced regarding fast fashion and the sourcing of ethical materials. In response, students produce an upcycled garment from pre-loved items, allowing them to further explore these challenges. Students will also create their own fashion-based sustainability webpage that captures and demonstrates their understanding and promotes ideas surrounding the global movement seeking to close the loop on sustainable fashion. Student's upcycled garments will be a feature of their webpage design. As students produce both the garment and webpage, they will document all their processes in a Design Folio, as they move through the investigating, devising and designing, generating and producing and evaluating phases.

Assessment:

- ✓ Production of website
- ✓ Production of garment
- ✓ Design Portfolio

Content

S – Science: Sustainability in the fashion industry

T – Technology: using various technology such as ICT and sewing machines to research, plan and create.

E – Engineering: applying engineering principles to design and create garment. For example, using trial and error process and production technique.

A – Art: promotes creative ideas, own designs, colours etc.

M – Mathematics: use of various mathematical concepts in measurement and shape

Reporting:

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

Spiritualities, Religion, & Meaning

Subject: Stage 1 Spiritualities, Religion and Meaning (Including Quran Studies)
Course Value: 10 credits (Full Year)
Prerequisites: Nil

Course Description:

In Stage 1 Spiritualities, Religion and Meaning, Students explore key beliefs, values, and practices of one or more spiritualities or religions. They engage with the topic individually and in collaboration with others, through imaginative exploration, research, dialogue, open questioning, and empathic listening. The following six big ideas frame learning in this subject by provoking thought and inviting inquiry into spiritual and/or religious perspectives in context.

Assessment:

School-based Assessment

- ✓ Assessment Type1: Representation (30%)
- ✓ Assessment Type2: Connections (40%)
- ✓ Assessment Type3: Issues Investigation (30%)

Quran:

- ✓ Memorisation 70%
- ✓ Adab 15%
- ✓ Classwork 15 %

Islamic Studies:

- ✓ Classwork 70%
- ✓ Examination 30 %

Content:

Studies include Fiqh (Jurisprudence), Aqeedah (Islamic Doctrine), Adaab and Akhlaq (Manners and good behaviour) and Islamic History.

Reporting:

A grade of A+ to 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

Subject: Year 10 Visual Arts

Course Value: 1 Semester

Pre-requisites: Nil

Course Description

In Visual Arts, students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints and refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsman, designer or audience.

Students adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form. They explore the influences of Aboriginal and Torres Strait Islander Peoples, those of the Asia region as well as Islamic Art.

Students will adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked and present their series to an audience.

Assessment:

- ✓ Responding to artwork (formative)
- ✓ Making artwork (summative)

Content:

Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Reporting:

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

For further information please check the SACE Board Website:

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

Workplace Practices

Subject: Stage 1 Workplace Practices (WPP)

Course Value: 10 SACE Credits (One Semester)

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:

- ✓ Assessment Type 1: Folio (40%)
- ✓ Assessment Type 2: Performance (40%)
- ✓ Assessment Type 3: Reflection (20%)

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+ to E- will be recorded on term reports.

For further information please check the SACE Board Website:

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



Subjects in Year 11

Subjects

- Accounting
- Arabic
- Biology
- Business Innovation
- Chemistry
- English
- English as an Additional Language (EAL)
- Essential English
- Integrated Learning
- General Mathematics
- Mathematics
- Physics
- Physical Education
- Research Project
- Spiritualities, Religion, and Meaning
- Visual Arts

Accounting [A]

Subject:	Stage 1 Accounting
Course Value:	10 credits (Semester 1)
Pre-requisites:	Students should achieve a B grade or higher in year 10 Mathematics.

Course Description:

Study of Accounting provides students with the opportunity to develop their understanding of accounting concepts and conventions that underpin and inform the practice of accounting. They apply this understanding to create and interpret accounting information. Students explore and analyse the ways in which qualitative and quantitative information can be used in the decision making process and they explore the different reporting needs of a range of stakeholders. Students explore the changing forms of accounting information and examine the use of digital and emerging technologies. They develop critical thinking and problem-solving skills to devise accounting solutions in a range of familiar and unfamiliar contexts. Students apply communication skills to collect and analyse financial and non-financial information for a range of stakeholders. They explore the impact accounting has had on society and the opportunities that exist involving accounting in the future.

Assessment:

School-based Assessment

- ✓ Assessment Type 1: Accounting Skills (50%)
- ✓ Assessment Type 2: Accounting Inquiry (50%)

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+ to 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]

- Subject:** Stage 1 Accounting
Course Value: 10 credits (Semester 2)
Pre-requisites: Students should achieve a B grade or higher in year 10 Mathematics.

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:

School-based Assessment

- ✓ Assessment Type 1: Accounting Skills (50%)
- ✓ Assessment Type 2: Accounting Inquiry (50%)

An examination will be conducted at the end of each semester

Content:

- Keeping Cash Records
- Financial Reports

Reporting:

A grade of A+ to 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]

Subject: Stage 1 Arabic (Continuers)

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 speaking 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

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

An examination 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+ to 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]

Subject: Stage 1 Arabic (Continuers)

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 speaking 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

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

An Examination 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+ to 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]

Subject: Stage 1 Biology
Course Value: 10 Credits (One semester)
Pre-requisites: Students should achieve a B grade or higher 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

School-based Assessment

- ✓ Assessment Type 1: Investigation Folio (50%)
- ✓ Assessment Type 2: Skills and Applications Task (50%)

An examination will be conducted at the end of each semester.

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

Biology [B]

Subject: Stage 1 Biology
Course Value: 10 Credits (One semester)
Pre-requisites: Students should achieve a B grade or higher 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

School-based Assessment

- ✓ Assessment Type 1: Investigation Folio (50%)
- ✓ Assessment Type 2: Skills and Applications Task (50%)

An examination will be conducted at the end of each semester.

Content

Topic 3: Infectious Diseases

Topic 4: Multicellular Organisms

Reporting

A grade of A+ to 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 Innovation [A]

Subject: Stage 1 Business Innovation
Course Value: 10 credits (One semester)
Pre-requisites: Nil

Course Description:

Students develop and apply their understanding of the learning strands through the context of a start-up business or a new product, service, or process. Through design thinking and assumption-based planning tools such as the Business Model Canvas and Value Proposition Canvas, students engage in the process of identifying, exploring, and communicating the market potential of a product, service, or process, or viable new global and local business. Students are encouraged to take risks during the iterative process of proposing, developing, testing and refining solutions.

Assessment

School-based Assessment

- ✓ Assessment Type 1: Business Skills (50%)
- ✓ Assessment Type 2: Business Model Summary (25%)
- ✓ Assessment Type 3: Business Pitch (25%)

Content:

- Business Skills
- Design Thinking Approach
- Business Model Canvas
- Value Proposition Canvas
- Stakeholders and Market Segments
- Business Pitch

Context: Start-up business learning strands:

- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local, and digital connections.

Concepts & ideas:

- The nature and structure of business
- Key business functions
- Forms of ownership and legal responsibilities.

Reporting:

A grade of A+ to 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 Innovation [B]

Subject: Stage 1 Business Innovation
Course Value: 10 credits (One semester)
Pre-requisites: Nil

Course Description:

Students develop and apply their understanding of the learning strands through an existing business, product, or service. Through a structured approach to business improvement and change management, students engage in the process of identifying new opportunities while exploring and communicating the costs and benefits in terms of the overall business model.

Assessment

School-based Assessment

- ✓ Assessment Type 1: Business Skills (50%)
- ✓ Assessment Type 2: Business Model Summary (25%)
- ✓ Assessment Type 3: Business Pitch (25%)

Content

- Business Skills
- Design Thinking Approach
- Business Model Canvas
- Value Proposition Canvas
- Stakeholders and Market Segments
- Business Pitch

Context: Existing business learning strands:

- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local, and digital connections.

Concepts & ideas:

- The nature and structure of business
- Key business functions
- Forms of ownership and legal responsibilities.

Reporting:

A grade of A+ to 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]

Subject: Stage1 Chemistry

Course Value: 10 Credits (One semester)

Pre-requisites: Students should achieve a B grade or higher 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

School-based Assessment

- ✓ Assessment Type 1: Investigation Folio (40%)
- ✓ Assessment Type 2: Skills and Applications Task (60%)

An examination will be conducted at the end of each semester.

Content

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

1. Science inquiry skills
2. Science as a human endeavour
3. Science understanding

The topics for Stage 1 Chemistry A are:

- Topic 1: Materials and their atoms
- Topic 2: Combinations of atoms
- Topic 3: Molecules
- Topic 4: Mixture and Solution

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>

Chemistry [B]

Subject: Stage1 Chemistry
Course Value: 10 Credits (One semester)
Pre-requisites: Students should achieve a B grade or higher 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

School-based Assessment

- ✓ Assessment Type 1: Investigation Folio (60%)
- ✓ Assessment Type 2: Skills and Applications Task (40%)

An examination will be conducted at the end of each semester.

Content

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

1. Science inquiry skills
2. Science as a human endeavour
3. Science understanding.

The topics for Stage 1 Chemistry B are:

- Topic 5: Acid and bases
- Topic 6: Redox reactions

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>

English [A]

Subject:	Stage 1 English
Course Value:	10 Credits (One semester)
Pre-requisites:	Students should achieve a grade of B 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.

Assessment

School-based Assessment

- ✓ Assessment Type 1: Responding to Texts (50%)
- ✓ Assessment Type 2: Creating Texts (25%)
- ✓ Assessment Type 3: Intertextual Study (25%)

An examination will be conducted at the end of each semester.

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+ to 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 [B]

Subject:	Stage 1 English
Course Value:	10 Credits (One semester)
Pre-requisites:	Students should achieve a grade of B 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.

Assessment

School-based Assessment

- ✓ Assessment Type 1: Responding to Texts (50%)
- ✓ Assessment Type 2: Creating Texts (25%)
- ✓ Assessment Type 3: Intertextual Study (25%)

An examination will be conducted at the end of each semester.

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+ to 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 as an Additional Language (EAL) [A]

Subject: Stage 1 English as an Additional Language EAL

Course Value: 10 Credits (One semester)

Pre-requisites: There are no prerequisites. 2 semesters of English or EAL 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 English as an Additional Language subject will be required to complete SACE Board eligibility form.

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:

School-based Assessment

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

An examination will be conducted at the end of each semester.

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+ to 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 as an Additional Language (EAL) [B]

Subject: Stage 1 English as an Additional Language EAL
Course Value: 10 Credits (One semester)
Pre-requisites: There are no prerequisites. 2 semesters of English or EAL 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 English as an Additional Language subject will be required to complete SACE Board eligibility form.

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:

School-based Assessment

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

An examination will be conducted at the end of each semester.

Content:

- Students read a picture book by Shawn Tan and then retell it in their own words. Students watch a film, and 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+ to 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]

Subject:	Stage 1 Essential English
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: □ Develop communication skills through reading, viewing, writing, listening, and speaking.

- Comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
- Identify and analyse how the structure and language of texts vary for different purposes, audiences, and contexts
- Express information, ideas, and perspectives, using a range of textual conventions
- Create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

Assessment

School-based Assessment

- ✓ Assessment Type 1: Responding to Texts (50%)
- ✓ Assessment Type 2: Creating Texts (50%)

An examination will be conducted at the end of each semester.

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+ to 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]

Subject:	Stage 1 Essential English
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:

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

Assessment

School-based Assessment

- ✓ Assessment Type 1: Responding to Texts (50%)
- ✓ Assessment Type 2: Creating Texts (50%)

An examination will be conducted at the end of each semester.

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+ to 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: Stage1 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

School-based Assessment

- ✓ Assessment Type 1: Practical Exploration (40%)
- ✓ Assessment Type 2: Connections (30%)
- ✓ Assessment Type 3: Personal Ventures (30%)

Content

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

An achievement of A+ to 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 [A]

Subject: Stage 1 General Mathematics
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:

School-based Assessment

- ✓ Assessment Type1: Skills and Application Tasks (65%)
- ✓ Assessment Type2: Folio (35%)

An examination will be conducted at the end of each semester.

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+ to 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]

Subject: Stage 1 General Mathematics
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:

School-based Assessment

- ✓ Assessment Type1: Skills and Application Tasks (65%)
- ✓ Assessment Type2: Folio (35%)

An examination will be conducted at the end of each semester.

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 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+ to E- will be recorded on term reports.

For further information please check the SACE Board Website

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

Mathematical Methods [A]

Subject: Stage 1 Mathematics

Course Value: 10 Credits (One semester)

Pre-requisites: Students should achieve a grade of B and above in Year 10A Mathematics.

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

Assessment:

School-based Assessment

- ✓ Assessment Type1: Skills and Application Tasks (75%)
- ✓ Assessment Type2: Folio (25%)

An examination will be conducted at the end of each semester.

Content:

Mathematics at Stage 1 (semester 1) builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry. The topics covered will 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.

- Topic 1: Functions and Graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry

Reporting:

A grade of A+ to 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 [B]

Subject:	Stage 1 Mathematics
Course Value:	10 Credits (One semester)
Pre-requisites:	Students should achieve a grade of B and above in Stage1 Mathematics (semester1)

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 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:

School-based Assessment

- ✓ Assessment Type1: Skills and Application Tasks (75%)
- ✓ Assessment Type2: Folio (25%)

An examination will be conducted at the end of each semester.

Content:

Mathematics at Stage 1 (semester 2) builds on the mathematical knowledge, understanding, and skills that students have developed in Statistics and Probability during Year 10. The topics covered will 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.

Topic 4 – Counting and Statistics

Topic 5 – Growth and Decay

Topic 6 –Introduction to Differential Calculus

Reporting:

A grade of A+ to 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]

Subject: Stage 1 Physics

Course Length: 10 credits (One Semester)

Prerequisites: : 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:

School-based Assessment

- ✓ Assessment Type1: Investigations Folio (50%)
- ✓ Assessment Type2: Skills and Applications Tasks. (50%)

An examination will be conducted at the end of each semester.

Content

Topic 1 Linear Motion and Forces: In this topic, students build on aspects of physics studied previously and then explore fundamental concepts and relationships in motion such as displacement, velocity, and acceleration, and the principles on which each is founded. **Topic 2 Electricity:** This topic extends students' knowledge and understanding of the concepts of circuit electricity. It explores the concept of electric charge and the requirements for electric current and introduces the concepts of potential difference, current, resistance, electric power, and efficiency.

Topic 3 Heat: Students explore the concepts of heat, temperature, thermal energy, and the different methods through which heat is transferred within a system. They study the change of state and the increase in temperature of a substance when heated from both qualitative and quantitative ways, extending their literacy and numeracy skills.

Reporting A grade of A+ to 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 [B]

Subject: Stage 1 Physics

Course Length: 10 credits (One Semester)

Prerequisites: : 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:

School-based Assessment

- ✓ Assessment Type1: Investigations Folio (50%)
- ✓ Assessment Type2: Skills and Applications Tasks. (50%)

An examination will be conducted at the end of each semester.

Content

Topic 4: Energy and Momentum: The content covered Linear motion and forces and extends the study of motion to include energy and momentum. This topic emphasises the law of the conservation of energy and the law of the conservation of momentum.

Topic 2 : Waves: Students develop understanding of how the wave model can be used to describe, explain, and predict the transfer of energy through matter and space. Students investigate a range of mechanical waves and compare them with light waves. This leads to an understanding of a number of wave-related phenomena, including reflection, refraction, resonance, diffraction, polarisation, dispersion, and interference. Students also learn about the electromagnetic spectrum.

Topic 3 : Nuclear Models and Radioactivity: In this topic, students build on their understanding of the basic structure of the nucleus and the uses of radiation to develop an understanding of the concepts involved in the complex structure of the nucleus, stable and unstable nuclei, radioactivity, nuclear fission, and nuclear fusion. They recognise that science is a global endeavour with significant contributions coming from many people.

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

For further information please check the SACE Board Website

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

Physical Education

Subject:	Stage 1 Physical Education
Course Value:	10 Credits (One semester)
Prerequisites:	Nil

Course Description

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Education 'in' physical activity involves students making meaning of personal movement experiences. Through these movement experiences, students engage in thoughtful participation where skills of internal reflection and articulation of learning progress are developed.

Education 'through' physical activity involves students using movement to strengthen their personal, intellectual, and social skill development. Such skill development allows students to engage more purposefully in physical activity.

Education 'about' physical activity involves students developing an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity. The biophysical domain includes learning and applying exercise physiology and biomechanical concepts. The psychological domain develops an understanding of skill acquisition and learning theory concepts. The socio-cultural domain develops knowledge and understanding of, and skills to take responsible action related to, barriers, enablers, equity, and inclusivity in physical activity.

Assessment:

School-based assessment

- ✓ Assessment Type 1: Performance Improvement (50%)
- ✓ Assessment Type 2: Physical Activity Investigation (50%)

Content:

- The nature of physical activity
- Skill acquisition
- Energy systems
- Barriers in physical activity
- Acute responses to exercise

Reporting:

An achievement of A+ to 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

Subject: Stage 2 Research Project B

Course Value: 10 Credits (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:

School -based 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+ to E- will be recorded on term reports.

For further information please check the SACE Board Website

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

Spiritualities, Religion, and Meaning

Subject: Stage 2 Spiritualities, Religion and Meaning (Including Quran Studies)

Course Value: 10 credits (Full Year)

Prerequisites: Nil

Course Description:

In Stage 1 Spiritualities, Religion and Meaning, Students explore key beliefs, values, and practices of one or more spiritualities or religions. They engage with the topic individually and in collaboration with others, through imaginative exploration, research, dialogue, open questioning, and empathic listening. The following six big ideas frame learning in this subject by provoking thought and inviting inquiry into spiritual and/or religious perspectives in context.

Big ideas

- Growth, belonging, and flourishing
- Community, justice, and diversity
- Story, visions, and futures
- Spiritualities, religions, and ultimate questions
- Life, the universe, and integral ecology
- Evil and suffering.

Assessment:

School-based Assessment

- ✓ Assessment Type1: Representation (30%)
- ✓ Assessment Type2: Connections (40%)
- ✓ Assessment Type3: Issues Investigation (30%)

Quran:

- ✓ Memorisation 70%
- ✓ Adab 15%
- ✓ Classwork 15 %

Islamic Studies:

- ✓ Classwork 70%
- ✓ Examination 30 %

Content:

Studies include Fiqh (Jurisprudence), Aqeedah (Islamic Doctrine), Adaab and Akhlaq (Manners and good behaviour) and Islamic History.

Reporting:

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

Visual Arts [A]

Subject: Stage 1 Visual Arts - Art
Course Value: 10 credits (One semester)
Pre-requisites: Nil

Course Description:

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, resolution and production of practical work.

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

Assessment:

School-based assessment

- ✓ Assessment Type 1: Folio (40%)
- ✓ Assessment Type 2: Practical (30%)
- ✓ Assessment Type 3: Visual Study (30%)

Content:

Focus on either art or design; the following three areas of study must be covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Reporting:

A grade of A+ to 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 [B]

Subject: Stage 1 Visual Arts - Design

Course Value: 10 credits (One semester)

Pre-requisites: Nil

Course Description:

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:

School-based Assessment

- ✓ Assessment Type 1: Folio (40%)
- ✓ Assessment Type 2: Practical (30%)
- ✓ Assessment Type 3: Visual Study (30%)

Content:

Focus on either art or design; the following three areas of study must be covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Reporting:

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

For further information please check the SACE Board Website

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



Subjects in Year 12

Subjects

- Accounting
- Arabic
- Biology
- Business Innovation
- Chemistry
- English
- English as an Additional Language (EAL)
- Essential English
- Integrated Learning
- General Mathematics
- Mathematics
- Physics
- Physical Education
- Spiritualities, Religion, and Meaning (continuation from Stage 2 in Year 11)
- Visual Arts

Accounting

Subject:	Stage 2 Accounting
Course Value:	20 credits (Full year)
Pre-requisites:	Successful completion of Stage 1 Accounting

Course Description:

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop and understanding of the ethical considerations that affect financial decision-making. Students develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes. Students learn how to interpret financial information and how to convey this information to the various stakeholders. Environment Accounting gives students opportunities to develop knowledge of accounting and its function in the society, the regulatory and conceptual frameworks of accounting.

Assessment:

School-based Assessment 70%

- ✓ Assessment Type 1: Four Accounting Concepts and Solutions (40%)
- ✓ Assessment Type 2: Accounting Advice (30%)

External Assessment 30%

- ✓ Assessment Type3: Examination (30%)

Content:

- The Environment of Accounting
- Financial Accounting
- Management Accounting

Reporting:

A grade of A+ to 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

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%

- ✓ Assessment Type 1: Folio Assessment Tasks (50%)

Interaction Task, Text Analysis Task, Text Production Task

- ✓ Assessment Type 2: Folio In-depth Study (20%)

Written Response in Arabic, Oral Response in Arabic, Reflective Response in English

External Assessment 30%

- ✓ Assessment Type 3: 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+ to 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

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 70%

- ✓ Assessment Type1: Investigation Folio (30%)
- ✓ Assessment Type2: Skills and Applications Tasks (40%) Topic tests

External Assessment 30%

- ✓ Assessment Type 3: Examination (30%)

Content

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

- Science inquiry skills
- Science as a human endeavour
- 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+ to 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 Innovation

Subject: Stage 2 Business Innovation
Course Value: 20 credits (Full year)
Pre-requisites: Successful completion of Stage 1 Business Innovation.

Course Description:

In Stage 2 Business Innovation students are equipped with the knowledge, skills and understanding to engage in designing, sustaining and transforming business in the modern world. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based tools. Initially students will be guided through structured processes such as the Business Model Canvas and Value Proposition Canvas to develop their understanding. Students are encouraged to take risks during the iterative process of proposing, developing, testing and refining solutions. Students engage with complex, dynamic real-world problems, to identify and design, test, iterate and communicate viable business solutions. Students will learn to innovate and think like designers to find and solve problems that matter to specific people.

Assessment:

School-based Assessment 70%:

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

External Assessment 30%

- ✓ Assessment Type 3: Business Plan and Pitch (30%)

Content:

- Innovation
- Decision-making and Project Management
- Financial literacy and Information Management
- Business Model Canvas
- Value Proposition Canvas
- Business Model Evaluation
- Business Plan
- Business Pitch

Reporting:

A grade of A+ to 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

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.

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 70%

- ✓ Assessment Type1: Investigation Folio (30%)
- ✓ Assessment Type2: Skills and Assessment Tasks (40%) Topic tests

External Assessment 30%

- ✓ Assessment Type 3: Examination (30%)

Content

The three strands of science to be integrated throughout student learning are:
Science inquiry skills, Science as a Human Endeavor and 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+ to 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

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%)
- ✓ Assessment Type 2: Creating Texts (40%)

External assessment: 30%

- ✓ Assessment Type 3: Comparative Analysis (30%)

Content

Student to respond 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 texts of their choice.

Reporting

An achievement standard of A+ to 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 as an Additional Language (EAL)

Subject: Stage 2 English as an Additional Language

Course Value: 20 Credits (Full Year)

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: Examination (30%)

Content:

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

- A written report and oral interaction, such as a tutorial or discussion.
- 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+ to 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

Subject: Stage 2 Essential English

Course Value: 20 Credits (Full 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:

- extend communication skills through reading, viewing, writing, listening, and speaking
- consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts
- examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences
- analyse the role of language in supporting effective communication
- 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%)

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+ to E- will be recorded on term reports.

For further information please check the SACE Website

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

Integrated Learning

Subject: Stage 2 Integrated Learning
Course Value: 20 credits (Full 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:

School Assessment 70%

- ✓ Assessment Type 1: Practical Enquiry (40%)
- ✓ Assessment Type 2: Connections (30%)

External Assessment 30%

- ✓ Assessment Type 3: Personal Endeavour (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+ to 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

Subject: Stage 2 General Mathematics
Course Value: 20 Credits (Full 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 70%

- ✓ Assessment Type 1: 5 Skills and Application Tasks (40%)
- ✓ Assessment Type 2 : 2 Mathematical Investigations (30%)

External Assessment 30%

- ✓ Assessment Type 3: Examination (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
 - o Statistical Models
 - o Financial Models
 - o Discrete Models
- Open topic

Students will study any five topics from those listed above.

Reporting:

A grade of A+ to 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

Subject: Stage 2 Mathematical Methods

Course Value: 20 Credits (Full year)

Pre-requisites: Successful completion of Stage 1 Mathematical Methods

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%

- ✓ Assessment Type 1: Skills and Applications Tasks (45%)
- ✓ Assessment Type 2: Folio (25%)

External Assessment 30%

- ✓ Assessment Type 3 Examination (30%)

Content:

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

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

Reporting:

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

For further information please check the SACE Board Website

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

Physical Education

Subject: Stage 2 Physical Education

Course Value: 20 Credits (Full Year)

Pre-requisites: Successful completion of Stage 1 Physical Education

Course Description:

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Education 'in' physical activity involves students making meaning of personal movement experiences. Through these movement experiences, students engage in thoughtful participation where skills of internal reflection and articulation of learning progress are developed.

Education 'through' physical activity involves students using movement to strengthen their personal, intellectual, and social skill development. Students use physical activity contexts as the vehicle for developing the capabilities and skills necessary to reflect on and critique their learning in order to enhance participation and performance outcomes.

Education 'about' physical activity involves students developing an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity. The biophysical domain includes learning and applying exercise physiology and biomechanical concepts. The psychological domain develops an understanding of skill acquisition and learning theory concepts. The socio-cultural domain develops knowledge and understanding of, and skills to take responsible action related to, barriers, enablers, equity, and inclusivity in physical activity.

Assessment:

School-based assessment 70%

- ✓ Assessment Type 1: Diagnostics (30%)
- ✓ Assessment Type 2: Improvement Analysis (40%)

External Assessment 30%

- ✓ Assessment Type 3: Group Dynamics (30%)

Content:

- Biomechanics
- Skill Acquisition
- Interplay of Energy Systems
- Acute and Chronic Responses to Exercise
- Sport Psychology
- Exercise Physiology

Reporting:

A grade of A+ to 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

Subject: Stage 2 Physics
Course Value: 20 Credits (Full 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:

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+ to E- will be recorded on term reports.

For further information please check the SACE Board Website

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

Spiritualities, Religion and Meaning

Subject: Stage 2 Spiritualities, Religion and Meaning (Including Quran Studies and Applied Islam)

Course Value: 20 credits (Full year)

Prerequisites: Year 11 Spiritualities, Religion and Meaning

Course Description:

The Religion Studies subject is a combination of three curriculums, teaching of the Quran, Applied Islam and the SACE curriculum. Quran studies focus on 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.

Applied Islam component will allow students to explain the concept of tawheed and shirk, it will give an overview of Islamic theology of Islam, Iman & Ihsan. Students will also be exploring the major world religions, describe and define their major beliefs, similarities and differences.

The Spiritualities, Religion and Meaning subject enables students to explore key beliefs, values, and practices of one or more spiritualities or religions. They engage with the topic individually and in collaboration with others, through imaginative exploration, research, dialogue, open questioning, and empathic listening. Similarly to the S, R & M Stage 1 the six big ideas frame learning in this subject by provoking thought and inviting inquiry into spiritual and/or religious perspectives in context. Each big idea is characterised above. The Stage 2 Learning and Assessment Plans will focus on the following big ideas:

Assessment:

School-based Assessment 70%

- ✓ Assessment Type 1: Reflective Analysis (40%)
- ✓ Assessment Type 2: Connections (30%)

External Assessment 30%

- ✓ Assessment Type 3: Transformative Action (30%)

Applied Islam:

- ✓ Assessment 1: Project Video (10%)
- ✓ Assessment 2: Hadith Jibril (20%)
- ✓ Assessment 3: Reflection (20%)

- ✓ Assessment 4: Modernity/Liberalism (10%)
- ✓ Assessment 5: Gender Role Debate (15%)
- ✓ Assessment 6: 73 Sects (15%)
- ✓ Assessment 7: Four Imams of Fiqh Essay (10%)

Content:

- Seerah An-Nabi (Life of the Prophet) Tawheed, Tafseer, Hadeeth and Fiqh
- Hadith Jibril, Modernity/Liberalism, Gender Role Debate, 73 Sects, Four Imams of Fiqh ,
- Overview of Religion in other traditions, Human rights, Medina constitution, religion & spirituality, Australian as a secular country

Reporting:

A grade of A+ to 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

Subject: Stage 2 Visual Arts - Art
Course Value: 20 credits (Full year)
Pre-requisites: Nil

Course Description:

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.

Assessment:

School-based assessment 70%

- ✓ Assessment Type 1: Folio (40%)
- ✓ Assessment Type 2: Practical (30%)

External assessment 30%

- ✓ Assessment Type 3: Visual Study (30%)

Content:

Focus on either art or design; the following three areas of study must be covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Reporting:

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

For further information please check the SACE Board Website

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



**AUSTRALIAN
ISLAMIC COLLEGE**