

# Curriculum Handbook

Senior School | Year 11 | **2022**



King's Baptist  
Grammar School

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# Key Senior School Staff

The following staff will be key contacts as you work through subject selection choices with your child:

<b>Senior Leadership</b>		
Lee Swiderski	Head of Senior School	Lee.Swiderski@kingsbaptist.sa.edu.au
<b>Senior School Leaders</b>		
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Health and Physical Education	Adrian McDonald	Adrian.McDonald@kingsbaptist.sa.edu.au
The Arts	Sue Horton	Sue.Horton@kingsbaptist.sa.edu.au
Technologies	Wayne Grady	Wayne.Grady@kingsbaptist.sa.edu.au

# Year 11 at King's

By Year 11, most students have completed the Personal Learning Plan (PLP) and may have completed some subjects contributing to their SACE. Year 11 allows students to study further compulsory and elective subjects to construct their future learning pathway.

At King's, students undertake 12 semester subjects across the year – 6 each semester. This will provide the opportunity for up to 120 credits towards the SACE.

In Year 11 all students will study an English and Mathematics course of their choice. Students are able to meet the compulsory literacy (20 credits) and numeracy (10 credits) requirements of the SACE (at a C grade or better). All students will study the Stage 2 Research Project in Semester Two, Year 11.

The number of subjects is negotiable and flexible depending on the outside of school studies or the learning requirements of the student. Some students will study variations of Vocational Education Training (VET) competencies and/or Community Learning that is recognised by the SACE Board. These are negotiated with Mrs Footer, Leader of Student Futures.

Students' also select a range of other subjects to suit their individual needs and future pathways. We understand that it is important for students to have more choice, as such, at King's we offer a range of flexible options in order to support our students to design a program of learning to meet their individual needs.

In the final years of school, your child should choose subjects that:

- enable them to work from their strengths
- challenge them to make the most of their capabilities
- provide them with the required learning (or pre-requisites) they need to pursue their ambitions after school
- are enjoyable while they study
- offer a range of study that is manageable, with a balance between theoretical and practical subjects
- provide life skills
- are their choice and not the choice of others

Students and families should carefully read the course descriptors for each of the subjects they are considering choosing.

Families should also familiarise themselves with information from the South Australian Tertiary Admissions Centre (SATAC) who process and assess applications into tertiary courses such as university and TAFE options. Here, key information is available regarding pre-requisite subjects, calculation of the ATAR, application processes and selection rank information. <https://www.satac.edu.au/students-in-year-12>

## **Please note:**

Subjects will only run if there are sufficient students to form a class, and is also dependent on staffing and timetable constraints.

Information about content in subject outlines is to be considered as a guide only. Individual staff members reserve the right to tailor courses to students' and their interests.

# Subjects

Students select subjects for study in either Semester One or Two from the following:

- Barista \*
- Biology #
- Business Innovation #
- Certificate III in Ministry and Theology (Vetamorphus) ◆
- Chemistry ◆
- Child Studies \*
- Creative Arts \*
- Dance ^#
- Digital Technology \*
- Drama \*
- Economics \*
- English ◆
- English Literary Studies ◆
- Essential English ◆
- Furniture Construction \*
- General Mathematics #
- Geography #
- German (Continuers) ◆
- Global Citizenship \*
- Graphic Design for Print \*
- Graphic Design for Web \*
- Japanese (Continuers) ◆
- Legal Studies #
- Mathematical Methods ◆
- Metals Engineering \*
- Ministry of Food (Food and Hospitality) \*
- Modern History #
- Music ^#
- Outdoor Education #
- Physical Education (incl. Cert III in Fitness) ◆
- Physics ◆
- Psychology \*
- Religion Studies \*
- Research Project \*
- Specialist Mathematics ◆
- Stage 2 Mathematical Methods ◆
- Study Right (invite only)
- Visual Art – 2D Art \*
- Visual Art – 3D Art \*
- Visual Art - Digital Photography and Graphic Design \*
- Workplace Practices #

◆ *To be studied for a full year – both Semester One and Two*

# *Can be studied for either Semester One, Semester Two or both.*

\* *One semester ONLY available*

^ *We strongly encourage students wishing to continue their studies in Year 12, to undertake 2 Semesters of Music or Dance.*

# Pathways at King's

At King's, our Senior School students are encouraged to continue to learn about who they are, what their interests and abilities are and what they might like to do beyond school. Whatever the answer to these questions, we want our students to leave King's understanding that they are lifelong learners with much to offer in the areas they wish to pursue.

King's seeks to provide curriculum opportunities to build students' general capabilities, support their interests and aspirations, and encourage them to make informed decisions about their subject choices and pathways.

We want our students to see links between curriculum and their future; feeling engaged and motivated about what their future holds. By learning about themselves and setting goals, students will be able to make informed choices about their learning and their next steps in order to construct a career pathway.

Career Education and Development is fostered at King's in two ways. Firstly, career education opportunities are provided for students to experience different industries, areas and learning environments throughout the year. Secondly, career guidance is provided to assist individuals make choices about possible pathways. At subject selection time, we encourage families to come in for a pathway discussion with key leaders in the Senior School.

We would encourage all students and parents to visit our King's Career Hub website as this is the portal of all information related to career development and post-school options for students.

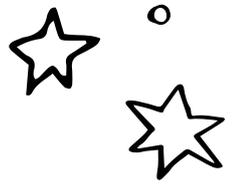
For any further questions please contact Robyn Footer, Leader of Student Futures, on

[robyn.footer@kingsbaptist.sa.edu.au](mailto:robyn.footer@kingsbaptist.sa.edu.au)

[www.kingscareerhub.com](http://www.kingscareerhub.com)



# Welcome to the SACE

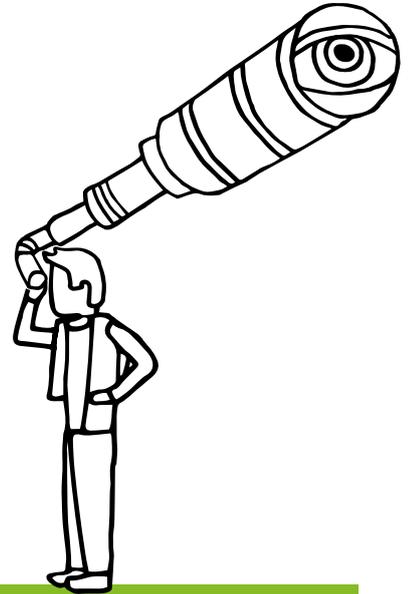


The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip your child with skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

## How it has changed

The SACE has evolved to provide your child with **more flexibility** to choose subjects that reflect their interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies.

SACE subjects are made up of investigations, performances, and other assessment tasks to demonstrate students' skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam **worth a maximum of 30%** of the overall grade.



## Your child's SACE journey

To complete the qualification, your child will need to attain **200 credits** from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. **Here's how it works.**

### COMPULSORY SUBJECTS

#### 50 credits

- The Personal Learning Plan (PLP) (10 credits)
- Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2
- The Research Project (10 credits)



### STUDENT SELECTED SUBJECTS

#### 90 credits

Your child chooses and successfully completes a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.



#### 60 credits

Your child chooses and successfully completes a selection of Stage 2 or VET subjects worth at least 60 credits in total.

Stage 2 subjects are externally assessed by the SACE Board of South Australia.

The SACE is flexible and students' schedules may differ depending on their school. The majority of students in South Australia will start their journey with the **Personal Learning Plan in Year 10**, their selection of **Stage 1 subjects in Year 11** (including the compulsory Maths and English choices), and their selection of **Stage 2 subjects in Year 12** (including the Research Project). To view all subjects offered by SACE visit [sace.sa.edu.au](http://sace.sa.edu.au)

### EXAMPLE OF ACHIEVING A MINIMUM OF 200 CREDITS

#### 50 credits - compulsory

**Personal Learning Plan** (10 credits)

**Stage 1** General Mathematics (10 credits – one semester)

**Stage 1** Essential English (20 credits)

**Stage 2** Research Project (10 credits)

#### Min. 90 credits

**Stage 1** Biology (20 credits)

**Stage 1** Italian continuers (20 credits)

**Stage 1** Food and Hospitality (20 credits)

**Stage 2** Food and Hospitality (20 credits)

**Stage 1** VET: Certificate II in Food Processing (min. 40 credits)

#### Min. 60 credits

**Stage 2** Biology (20 credits)

**Stage 2** Italian continuers (20 credits)

**Stage 2** Essential English (20 credits)

How to get an ATAR?

A student is eligible for an Australian Tertiary Admissions Rank (ATAR) if they achieve 90 credits in Stage 2 (see above example). **The South Australian Tertiary Admissions Centre (SATAC) has responsibility for calculating the ATAR.** For more information about the ATAR (including scaling), go to [satac.edu.au](http://satac.edu.au)





# Vocational Education and Training (VET)

VET stands for Vocational Education and Training, and gives students skills for work, particularly in the traditional and non-traditional areas of industry. Students are able to build pathways in the SACE through VET, and students are encouraged to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

Students that identify a trade or technical pathway and wish to pursue a VET course should make this clear when choosing their subjects. All students will choose a “full load” of subjects at subject selection and once VET arrangements are confirmed, students will be able to negotiate a study line or a modified subject load to suit their pathway.

VET learning should not be seen as an ‘easy’ alternative. It requires commitment to the course as well as on-the-job structured work placement. It also comes with a financial cost, as all VET courses have out-of-pocket expenses paid for in addition to regular school fees. Good time management is essential so that subjects at school are still successfully completed along with the training requirements. Students may be out of school one day per week or for one-week blocks of time and they may also be required to use some of the school holidays for their workplace learning. This should all be considered if contemplating VET learning as an option.

There are many different VET providers with different locations, requirements, qualifications and costs. Each VET qualification will be recognised as equivalent credits at Stage 1 or 2 level. To determine what credits a course might be worth, students should check the VET recognition register. <https://www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register>

# Community Learning

Community learning includes community-developed programs or self-directed programs approved by the SACE Board.

## What is a community-developed program?

Organisations such as those listed below develop and accredit their own programs that are eligible for recognition towards the SACE. For a list of approved programs, see [Recognised community-developed programs](#).

- Defence Cadets (Air Force, Army etc)
- Music Examinations (AMEB, IMEB, SCSM, ABRSM, TCL)
- Dance Examinations (ATD, Cecchetti, CSTD, RAD)
- Coaching (Netball Australia Foundation Coach, SANFL umpire)
- Duke of Edinburgh Award
- Equestrian Australia
- Microsoft Certification Program
- Royal Life Saving Eg. Bronze medallion, lifeguard etc.
- SA Country Fire Service
- St John Ambulance Cadets

If the program is listed in the document, students can apply for recognition towards their SACE by bringing in a copy of their certificate or evidence of completion to Mrs Footer who will lodge this with the SACE board.

## What is a self-directed program?

Individual students can participate in activities that are not formally accredited. Examples of this type of learning include:

- creating media productions (e.g. films, websites) outside school
- performing in sport at an elite level or officiating at sporting events
- planning and coordinating community events
- taking a leadership role in community groups
- taking a leadership role in the workplace
- taking responsibility for the care of an older adult or person with a disability
- teaching others specialised skills (e.g. dance).

Students need to submit an application form and attend an interview at their school to have their self-directed community learning recognised as part of their SACE. Students that wish to discuss their ideas around gaining recognition for a self directed program should discuss this with Mrs Footer, Leader of Student Futures.

For more information on all community learning programs, please visit: <https://www.sace.sa.edu.au/studying/recognised-learning/community-learning>

# Faith Studies and Pastoral Care

Students are supported in their personal and social development to demonstrate actions which support the FISHER principles of King's – Fairness, Integrity, Service, Humility, Excellence, Respect and Responsibility. Students learn how to regulate emotions and develop empathy for others. They are supported to establish and build positive relationships, make responsible decisions, work effectively in teams, handle challenging situations constructively and develop leadership skills.

The Pastoral Teacher supports students in developing these skills and attributes and reports twice per year to parents, the extent to which students demonstrate these actions by providing an indicator against the following actions:

- Treats others fairly
- Demonstrates integrity and honesty
- Serves and shows empathy toward others
- Demonstrates humility
- Demonstrates a commitment to excellence and personal best
- Respects and cooperates with others
- Accepts responsibility for own actions

The image that guides us in our Senior School Faith Studies program is the Mega Adventure Park, West Beach, South Australia. It has three experiences to enjoy within its stable framework: the Skywalk, the Sky Challenge and the MegaBounce. These experiences are possible to explore because of the safety and stability of the framework they are held in.

In the Senior School, we have this image in mind as we continue to engage students in exploring God's Story. Our Story. My Story. God's Story is the strong, stable framework we do this in. God's Story is the story that we all live in ... everything is encompassed in his Story, and students are encouraged to wonder, question, consider, reflect, debate ... and have fun ... as they consider how they live within this Framework.

In Year 10, the Year of 'Whose Story is it anyway?' students continue to understand this safe, stable, firm framework through the 7 'chapters' of God's Story ... Creation ... Alienation ... Preparation ... Incarnation ... Salvation ... Participation ... Restoration.

In Year 11, the Year of 'The Sneaking Suspicion', students are encouraged to explore life in the safety of this Framework and consider the 'big issues' of life and faith and to consider what this might mean in their lives.

In Year 12, the Year of 'The View from the Top', students consider various World Views and are given the opportunity to express their own developing worldview, and how they live within this framework (or their own meaning of life) as they prepare for life beyond school.

# Learning Area: CROSS-DISCIPLINARY STUDIES

## Learning Area Leader: Ruth Denton

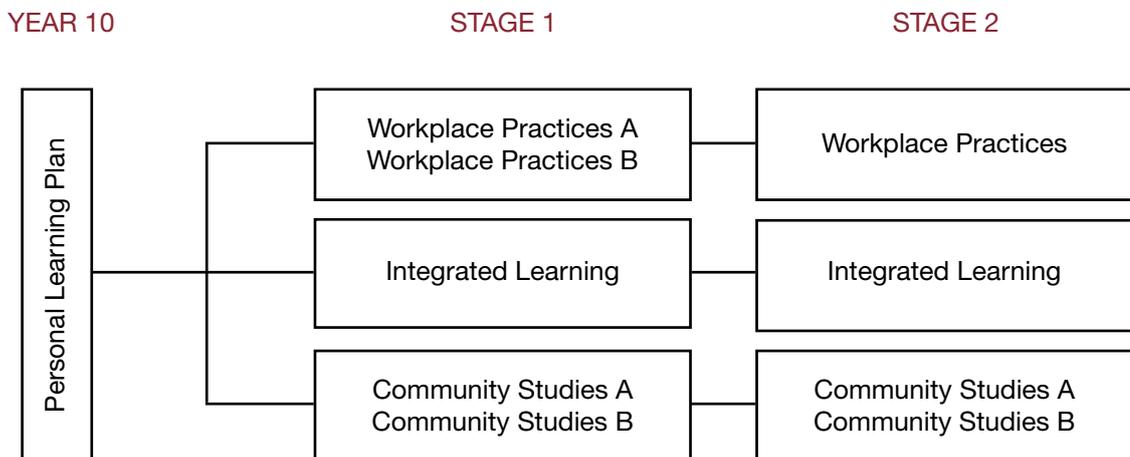
There are two compulsory Cross-Disciplinary Studies courses and a number of elective options. These courses are designed to develop student capabilities in a variety of key areas to assist in their development as independent learners to achieve lifelong learning and success.

The two compulsory courses for completing the SACE are the Personal Learning Plan and the Research Project. The Personal Learning Plan is designed to help students make informed decisions about their personal development, education and training. It is typically completed over two semesters in Year 10. Students must also complete 10 credits of the Stage 2 Research Project with at least a C grade or better to gain their SACE. Students undertake a detailed self-directed study in an area of interest. Typically, the Research Project is undertaken in semester two of Year 11.

Elective Courses include Work Place Practices, which can be studied at both Stage 1 (either one or two semesters in Year 11) and Stage 2 (full year) and is ideally linked to Work Place Learning. The course enables students to explore in depth their chosen vocation.

Community Studies and Integrated Learning may be **offered on an individual basis and in consultation** with Head of Senior School, Leader of Student Futures, and Leader of Student Diversity (where appropriate).

## Pathways



## Stage 2 Research Project

**Length of Study:** One Semester (Compulsory)

**Number of SACE** 10

**Credits:**

### Subject Overview

In Research Project students study an area of personal interest in depth. There are 3 Assessment Types students complete. The Folio must evidence planning (preparing for research) and development (conducting and developing research with links to one or more of the capabilities.) In the Outcome students synthesise information and produced key findings which answered their question. Finally, students complete an Evaluation (RPB) reflecting evaluating the research processes, challenges and opportunities that arise during the research, and comment on quality of their research outcome. Or a Review (RPA) reviewing knowledge and skills, challenges and opportunities, reflecting on the quality of the outcome. (RPA)

The Stage 2 Research Project is a **compulsory** part of the SACE. Research Project can be undertaken as Research Project A or Research Project B. All students must complete the Research Project and achieve a minimum C- grade or higher in order to obtain their SACE Certificate. Both Research Project A and B can be used in an ATAR calculation.

### Assessment

Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board. Students demonstrate evidence of their learning through the following assessment types:

#### 70% School Based Assessment:

Assessment Type 1: Folio (30%)

- Research Development

Assessment Type 2: Outcome (40%)

- Synthesis

#### 30% External Assessment:

- Evaluation (Research Project B)
- Review (Research Project A)

## Stage 1 Workplace Practices A

Length of Study: One Semester

Number of SACE 10

Credits:

Pre-requisite  
Information: Nil

### Subject Overview

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Students undertake study in Stage 1 Work Place Practices through the following topics:

- The Changing Nature of Work Industry
- Future Trends of Work
- Vocational Learning (VET)
- Employability Skills Reflection

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

*Assessment Type 1: Folio (40%)*

*Assessment Type 2: Performance (40%)*

*Assessment Type 3: Reflection (20%)*

### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Workplace Practices B

Length of Study: One Semester

Number of SACE 10

Credits:

Pre-requisite  
Information: Nil

### Subject Overview

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Students undertake study in Stage 1 Work Place Practices through the following topics:

- The impact of technology in the workforce
- Career Mapping Eport folio
- Vocational Learning (VET)
- Employability Skills Reflection

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

*Assessment Type 1: Folio (40%)*

*Assessment Type 2: Performance (40%)*

*Assessment Type 3: Reflection (20%)*

### Examination

This subject does not have an Examination at the end of the semester.

# Learning Area: ENGLISH

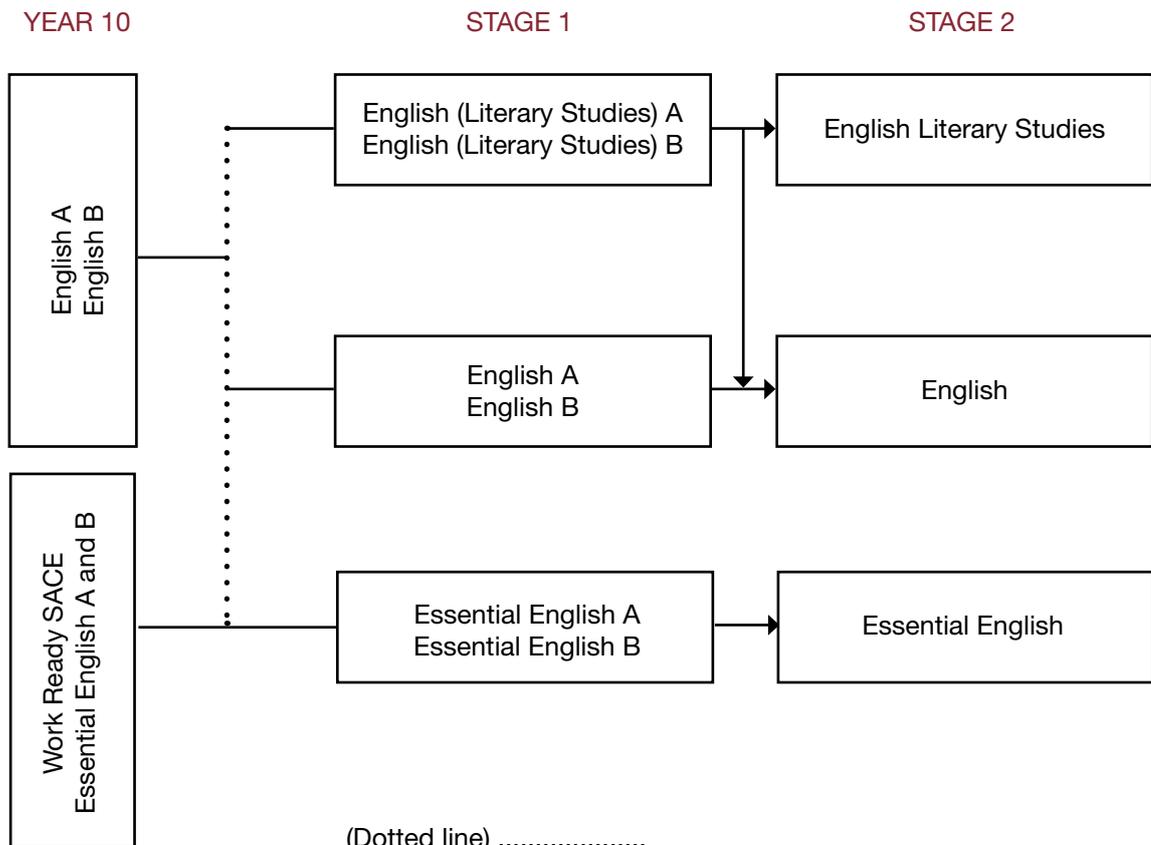
## Learning Area Leader: Keryn Allan

At King's Baptist Grammar School, Stage 1 English offers three pathways: English, English (Literary Studies) and Essential English. English (Literary Studies) and Essential English are to be chosen based on Year 10 English teacher recommendation.

Students who choose to study English or English (Literary Studies) tend to enjoy reading and discussing ideas in literature, along with exploring how techniques are used by authors. Additionally, English students at Stage 1 create texts of their own and reflect on the processes used. English (Literary Studies) students develop their knowledge and understanding about alternative readings of texts.

Students who complete 20 credits of a Stage 1 English Subject with a C grade or better, or any Stage 2 English subject with a C- grade or better, will meet the literacy requirement of the SACE.

### Pathways



(Dotted line) .....  
• By teacher recommendation

## Stage 1 English A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge:  
At least a C grade in Year 10 English.

### Subject Overview

In Semester One of Stage 1 English, students analyse the interrelationship between the author, text and audience, looking at how language and stylistic features shape ideas and perspectives. They consider the social, cultural or historical perspectives in texts and their representation of human experience and the world. Students also 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 then applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts. Students have opportunities to reflect on their personal values and those of others. Responses are presented in written, oral and/or multimodal forms.

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

Students undertake study in Stage 1 English through the following topics:

- Novel Study
- TED Talk
- Creative Writing
- Shared Intertextual Study

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Responding to Texts (25%)**

**Assessment Type 2: Creating Texts (50%)**

**Assessment Type 3: Intertextual Study (25%)**

### Examination

This subject has an 80 minute examination at the end of the semester.

## Stage 1 English B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge:  
At least a C grade in Semester One, Stage 1 English.

### Subject Overview

In Semester Two of Stage 1 English, students analyse the interrelationship between the author, text and audience, looking at how language and stylistic features shape ideas and perspectives. They consider the social, cultural or historical perspectives in texts and their representation of human experience and the world. Students also 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 then applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts. Students have opportunities to reflect on their personal values and those of others. Responses are presented in written, oral and/or multimodal forms.

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

Students undertake study in Stage 1 English through the following topics:

- Poetry Study
- Digital Recount
- Extended Text Study (play or film)
- Independent Intertextual Study

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Responding To Texts (50%)**

**Assessment Type 2: Creating Texts (25%)**

**Assessment Type 3: Intertextual Study (25%)**

### Examination

This subject has an 80 minute examination at the end of the semester.

## Stage 1 English (Literary Studies) A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge: At least a B grade in Year 10. The recommendation of the Year 10 English teacher is expected.

### Subject Overview

This stream of Stage 1 English is designed for students who plan to continue into the Stage 2 English Literary Studies pathway. In Semester One of English (Literary Studies), students analyse the interrelationship between the author, text and audience, looking at how language and stylistic features shape ideas and perspectives. They consider the social, cultural or historical perspectives in texts and their representation of human experience and the world. Students also 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 then applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts. Students have opportunities to reflect on their personal values and those of others. Responses are presented in written, oral and/or multimodal forms.

Students undertake study in Stage 1 English (Literary Studies) through the following topics:

- Novel Study
- Gothic Genre Writing
- Motivational Film
- Independent Intertextual Study

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Responding to Texts (25%)**

**Assessment Type 2: Creating Texts (45%)**

**Assessment Type 3: Intertextual Study (30%)**

### Examination

This subject has an 80 minute examination at the end of the semester.

## Stage 1 English (Literary Studies) B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge: At least a C grade in Semester One, Stage 1 English (Literary Studies).

### Subject Overview

This stream of Stage 1 English is designed for students who plan to continue into the Stage 2 English Literary Studies pathway. In Semester Two of English (Literary Studies), students analyse the interrelationship between the author, text and audience, looking at how language and stylistic features shape ideas and perspectives. They consider the social, cultural or historical perspectives in texts and their representation of human experience and the world. Students also 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 then applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts. Students have opportunities to reflect on their personal values and those of others. Responses are presented in written, oral and/or multimodal forms.

Students undertake study in Stage 1 English (Literary Studies) through the following topics:

- Poetry Study
- Extended Text Study (novel or film)
- Spoken Word Poetry (Multimodal)
- Independent Intertextual Study

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Responding to Texts (40%)**

**Assessment Type 2: Creating Texts (30%)**

**Assessment Type 3: Intertextual Study (30%)**

### Examination

This subject has an 80 minute examination at the end of the semester.

## Stage 1 Essential English A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** By Year 10 English teacher recommendation.

### Subject Overview

Stage 1 Essential English is intended to help support students to gain the literacy requirements mandated by SACE. In Essential English, 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. There is an emphasis on communication, comprehension, analysis, and text creation.

In Semester One, students create and respond to texts and focus on how creators of texts use visual and written language features to make meaning for a target audience. Students complete an analysis on various texts as well as creating texts on various forms and for various target audiences.

Students undertake study in Stage 1 Essential English through the following topics:

- Tourism Media Study
- Film Genre Analysis
- Film Trailer
- Digital Recount

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Responding To Texts (50%)**

**Assessment Type 2: Creating Texts (50%)**

#### Examination

This subject does not have an examination at the end of the semester.

## Stage 1 Essential English B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** By Year 10/11 English teacher recommendation.

### Subject Overview

Stage 1 Essential English is intended to help support students to gain the literacy requirements mandated by SACE. In Essential English, 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. There is an emphasis on communication, comprehension, analysis, and text creation.

In Semester Two, students create and respond to texts, and focus on how creators of texts use visual and written language features to make meaning for a target audience. Students study the language conventions used in imaginative texts and recounts, along with how film directors present ideas to a target audience. They also examine and create an autobiography and a restaurant review.

Students undertake study in Stage 1 Essential English through the following topics:

- Short Stories Analysis
- Film Genre Study
- Instructional Clip
- Restaurant Review

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Responding To Texts (50%)**

**Assessment Type 2: Creating Texts (50%)**

#### Examination

This subject does not have an examination at the end of the semester.

# Learning Area: LANGUAGES

## Learning Area Leader: Keryn Allan

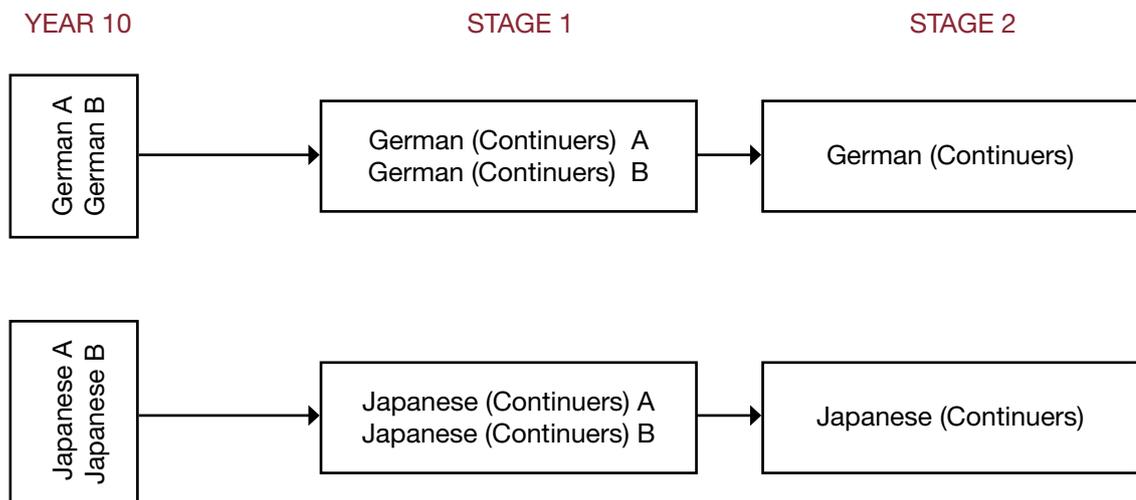
At King's Baptist Grammar School, there are two languages offered for study: German and Japanese. Students must have achieved a "C" grade or higher in Year 10 in order to study their chosen language in Stage 1. The Continuers Level Language courses are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

King's has two exciting exchange opportunities for Senior School students: Sonobe High School, near Kyoto, in Japan; and Dietrich-Bonhoeffer-Gymnasium in Bergisch Gladbach near Cologne, Germany. The exchange trips operate every alternate year, with students enjoying many opportunities that these language and cultural trips provide.

Future trips are at the discretion of the Principal and subject to the Covid -19 situation at the time.

Through learning languages, students acquire communication skills in the language being learnt and an understanding of the role of language and culture in communication. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world. It also broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents.

### Pathways



## Stage 1 German (Continuers) A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Essential Knowledge:  
At least a C grade in Year 10 German.

### Subject Overview

In Stage 1 German (Continuers), students interact with others to share information, ideas, opinions and experiences. They create texts in German to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, examine relationships between language and culture and identify, and reflect on the ways in which culture influences communication. In Semester One, students study Youth Issues and key language and grammatical concepts, along with completing an Investigative Task on the topic of German Reunification.

Students undertake study in Stage 1 German (Continuers) through the following prescribed theme:

- The Changing World

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Interaction (20%)**

**Assessment Type 2: Text Production (20%)**

**Assessment Type 3: Text Analysis (20%)**

**Assessment Type 4: Investigation (40%)**

### Examination

This subject has a 100 minute examination at the end of the semester.

## Stage 1 German (Continuers) B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Essential Knowledge:  
At least a C grade in Semester One, Stage 1 German (Continuers).

### Subject Overview

In Semester Two of German, students show greater control and fluency in their interactions with others to share information, ideas, opinions and experiences. They expand their knowledge of vocabulary to create texts in German to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, examine relationships between language and culture and identify, and reflect on the ways in which culture influences communication. In Semester Two, students study Media and Future Plans, key language and grammatical concepts, along with completing an Investigative Task.

Students undertake study in Stage 1 German (Continuers) through the following prescribed themes:

- The Individual
- The German-speaking Communities

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Interaction (20%)**

**Assessment Type 2: Text Production (20%)**

**Assessment Type 3: Text Analysis (20%)**

**Assessment Type 4: Investigation (40%)**

### Examination

This subject has a 100 minute examination at the end of the semester.

## Stage 1 Japanese (Continuers) A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Essential Knowledge:  
At least a C grade in Year 10 Japanese.

### Subject Overview

In Stage 1 Japanese (Continuers), students interact with others to share information, ideas, opinions and experiences. They create texts in Japanese to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, examine relationships between language and culture and identify, and reflect on the ways in which culture influences communication. In Semester One, students study Leisure, Family and School, key language and grammatical concepts, along with completing an Investigative Task on the topic of School Life Issues.

Students undertake study in Stage 1 Japanese (Continuers) through the following prescribed themes:

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

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Interaction (20%)**

**Assessment Type 2: Text Production (20%)**

**Assessment Type 3: Text Analysis (20%)**

**Assessment Type 4: Investigation (40%)**

#### Examination

This subject has a 100 minute examination at the end of the semester.

## Stage 1 Japanese (Continuers) B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Essential Knowledge:  
At least a C grade in Semester One, Stage 1 Japanese (Continuers).

### Subject Overview

In Semester Two of Japanese (Continuers), students show greater control and fluency in their interactions with others to share information, ideas, opinions and experiences. They expand their knowledge of vocabulary to create texts in German to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, examine relationships between language and culture and identify, and reflect on the ways in which culture influences communication. In Semester Two, students study Travel, Technology and Cultural Events, key language and grammatical concepts, along with completing an Investigative Task.

Students undertake study in Stage 1 Japanese (Continuers) through the following prescribed themes:

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

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Interaction (20%)**

**Assessment Type 2: Text Production (20%)**

**Assessment Type 3: Text Analysis (20%)**

**Assessment Type 4: Investigation (40%)**

#### Examination

This subject has a 100 minute examination at the end of the semester.

# Learning Area: MATHEMATICS

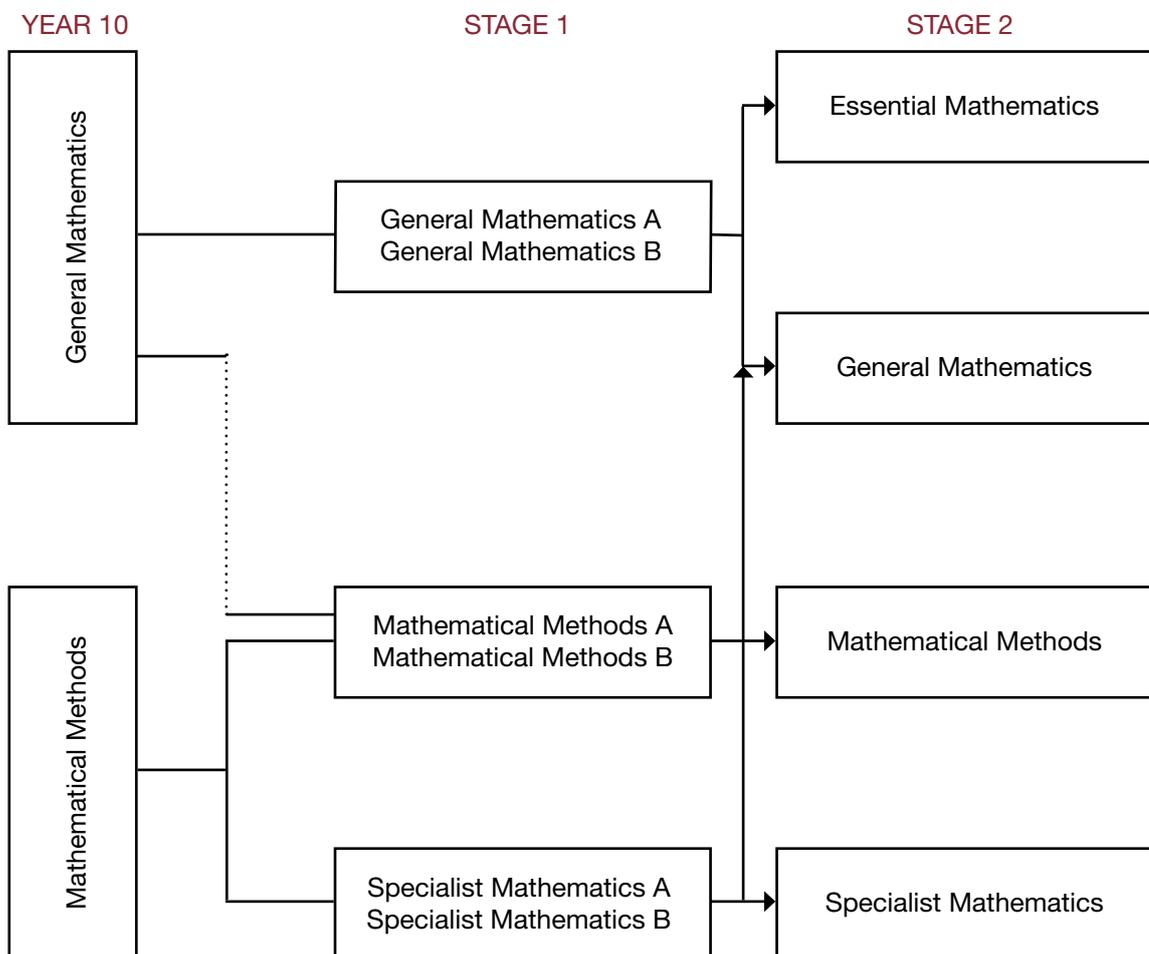
## Learning Area Leader: Chris Archer

Mathematics provides students with essential Mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of Mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students who study Year 10 Mathematics are able to enter Stage 1 General Mathematics and with teacher recommendation - Mathematical Methods. Students who study Year 10 Mathematical Methods are able to study Stage 1 General Mathematics, Mathematical Methods and Specialist Mathematics.

Stage 1 Specialist Mathematics is designed to be studied in conjunction with Stage 1 Mathematical Methods.

### Pathways



(Dotted line) .....  
• Not recommended pathway

## Stage 1 General Mathematics A

Length of Study: One Semester

Number of SACE 10

Credits:

**Pre-requisite Information:** Desirable Knowledge:  
At least a C grade in Year 10 Mathematics

### Subject Overview

General Mathematics has a problem based approach that focusses on the development of mathematical models to solve problems. The course builds on previously learnt skills such as algebraic manipulation, problem solving and spatial reasoning skills. In addition students are introduced to skills using the graphics calculator. Within topics exist opportunities to connect student's learning to real world contexts.

Students undertake study in Stage 1 General Mathematics through the following topics:

- Applications of Trigonometry
- Investing and Borrowing
- Measurement

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Skills and Applications Tasks (75%)**

**Assessment Type 2: Folio Tasks (25%)**

#### Examination

This subject has a 120 minute examination at the end of the semester.

## Stage 1 General Mathematics B

Length of Study: One Semester

Number of SACE 10

Credits:

**Pre-requisite Information:** Desirable Knowledge:  
At least a C grade in Stage 1 General Mathematics A

### Subject Overview

General Mathematics has a problem based approach that focusses on the development of mathematical models to solve problems. The course builds on previously learnt skills, such as algebraic manipulation, problem solving and spatial reasoning. Students continue to build skills using the graphics calculator. Within topics exist opportunities that allow students to connect to real world contexts and to examine how mathematics is used in society.

Students undertake study in Stage 1 General Mathematics through the following topics:

- Linear and Exponential Functions
- Matrices and Networks
- Statistics

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Skills and Applications Tasks (75%)**

**Assessment Type 2: Folio Tasks (25%)**

#### Examination

This subject has a 120 minute examination at the end of the semester.

## Stage 1 Mathematical Methods A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Essential Knowledge:  
At least a B- Grade in Year 10 Mathematical Methods

### Subject Overview

This course is the first of a possible two unit sequence of Stage 1 Mathematical Methods designed as a pre-Stage 2 program. It is highly algebraic and covers the following main ideas: Quadratics, Non-right angled Trigonometry including the unit circle, and Relations and Functions.

Students undertake study in Stage 1 Mathematical Methods through the following topics:

- Functions and Graphs
- Polynomials
- Trigonometry

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Skills and Applications Tasks (75%)**

**Assessment Type 2: Folio Tasks (25%)**

#### Examination

This subject has a 120 minute examination at the end of the semester.

## Stage 1 Mathematical Methods B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Essential Knowledge:  
At least a B- Grade in Stage 1 Mathematical Methods A

### Subject Overview

This course is the second of a possible two unit sequence of Stage 1 Mathematical Methods designed as a pre-Stage 2 program. It is highly algebraic and covers the following main ideas: Exponentials and Logarithms, Trigonometry and Introduction to Differential Calculus.

Students undertake study in Stage 1 Mathematical Methods through the following topics:

- Trigonometry
- Calculus
- Exponentials and Logarithms

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Skills and Applications Tasks (75%)**

**Assessment Type 2: Folio Tasks (25%)**

#### Examination

This subject has a 120 minute examination at the end of the semester.

## Stage 1 Specialist Mathematics A

Length of Study: One Semester

Number of SACE 10

Credits:

**Pre-requisite Information:** Essential Knowledge:  
At least a B- Grade in Year 10 Mathematical Methods. Must be studied alongside Mathematical Methods

### Subject Overview

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models.

Students undertake study in Stage 1 Specialist Mathematics through the following topics:

- Vectors in the plane
- Geometry
- Real and Complex Numbers

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Skills and Applications Tasks.** (75%)

**Assessment Type 2: Mathematical Investigation** (25%)

#### Examination

This subject has a 120 minutes Examination at the end of the semester.

## Stage 1 Specialist Mathematics B

Length of Study: One Semester

Number of SACE 10

Credits:

**Pre-requisite Information:** Essential Knowledge:  
At least a B- Grade in Stage 1 Specialist Mathematics A. Must be studied alongside Mathematical Methods

### Subject Overview

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models.

Students undertake study in Stage 1 Specialist Mathematics through the following topics:

- Trigonometry
- Matrices
- Mathematical Induction

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Skills and Applications Tasks** (75%)

**Assessment Type 2: Mathematical Investigations** (25%)

#### Examination

This subject has a 120 minutes Examination at the end of the semester.

## Stage 2 Mathematical Methods

**Length of Study:** Full Year

**Number of SACE Credits:** 20

**Pre-requisite Information:** Essential Knowledge:  
At least a B grade in Stage 1 Mathematical Methods A and B

### Subject Overview

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. Students Mathematically model physical processes to gain a deeper understanding of the physical world through a sound knowledge of relationships involving change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Students undertake study in Stage 2 Mathematical Methods through the following topics:

- Topic 1: Further differentiation and applications
- Topic 2: Discrete random variables
- Topic 3: Integral calculus
- Topic 4: Logarithmic functions:
- Topic 5: Continuous random variables and the normal distribution
- Topic 6: Sampling and confidence intervals

### Assessment

Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board. Students demonstrate evidence of their learning through the following assessment types:

#### 70% School Based Assessment:

Assessment Type 1: Skills and Applications Tasks (50%)

- Students complete 6 supervised tests.

Assessment Type 2: Mathematical Investigation (20%)

- Students complete one investigation.

#### 30% External Assessment:

- 2 hour External Examination.

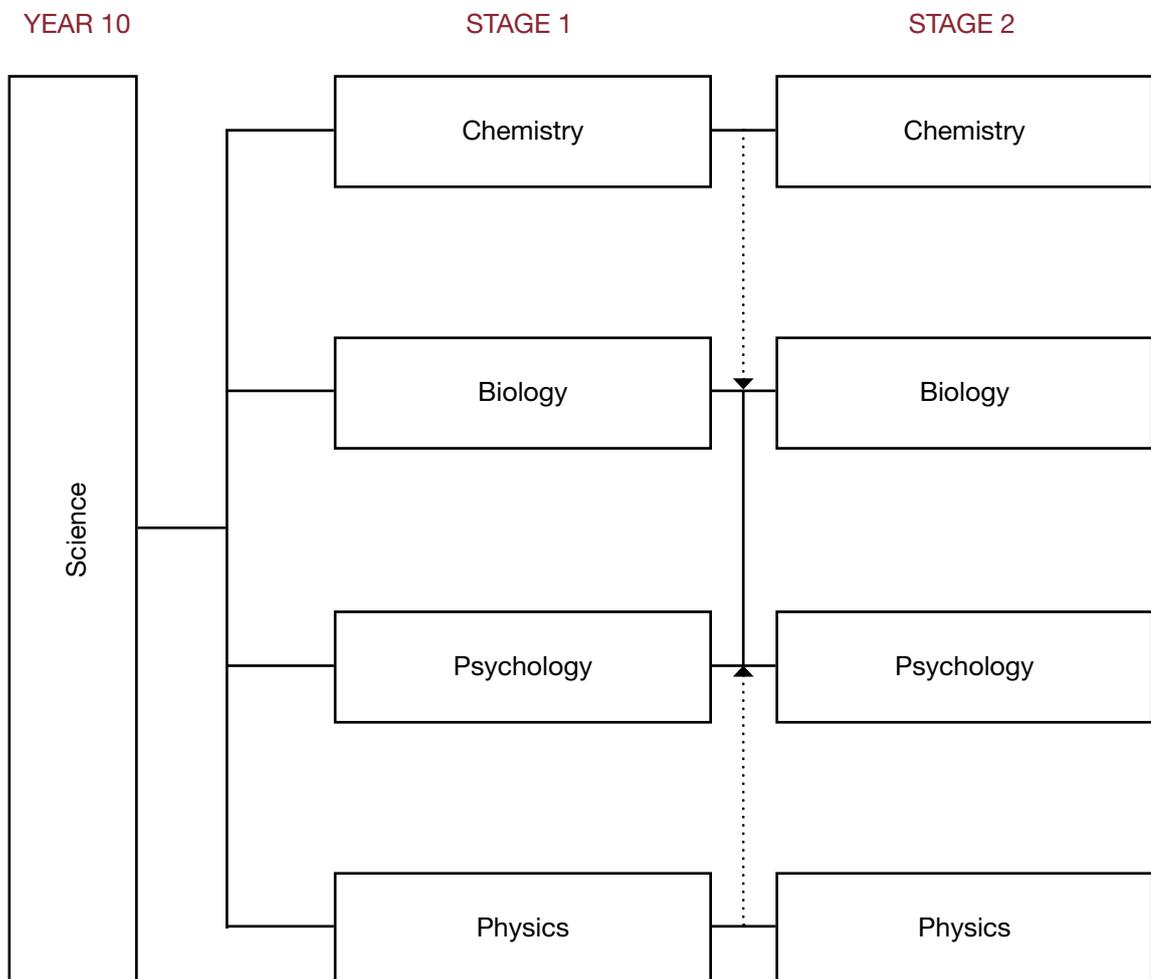
# Learning Area: SCIENCE

## Learning Area Leader: Brigette Lee

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, its applications in our lives. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science, develops an ability to communicate scientific understanding, use evidence to solve problems and make evidence-based decisions. The curriculum supports students to develop their scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Students are advised to complete 2 Semesters of Science at Stage 1 to pursue Biology or Psychology at Stage 2 as best preparation. Students could do Stage 2 Psychology and Biology without completing Stage 1. This would be done in negotiation with the Learning Area Leader. This would be unusual and is not a recommended pathway.

### Pathways



## Stage 1 Chemistry A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge:  
At least a C+ grade in Year 10 Science

### Subject Overview

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding. In their study of Chemistry, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity and solubility. These are introduced in the individual topics, with the mole concept introduced gradually throughout these topics. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

Students undertake study in Stage 1 Chemistry through the following topics:

- Materials and their Atoms
- Combination of Atom
- Molecules

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (50%)**

**Assessment Type 2: Skills and Applications Tasks (50%)**

#### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Chemistry B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge:  
At least a C grade in Stage 1 Chemistry A

### Subject Overview

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding. In their study of Chemistry, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. Students explore how scientific progress and discoveries are influenced and shaped by a wide range of social, economic, ethical and cultural factors. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

Students undertake study in Stage 1 Chemistry through the following topics:

- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (50%)**

**Assessment Type 2: Skills and Applications Tasks (50%)**

#### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Biology A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge:  
At least a C grade in Year 10 Science

### Subject Overview

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their science understanding. In their study of Biology, students extend their understanding of the nature of living things, as well as of the interactions of those living things with members of the same species, members of other species, and the environment. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

Students undertake study in Stage 1 Biology through the following topics:

- Cells and Microorganisms
- Infectious Disease

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (50%)**

**Assessment Type 2: Skills and Applications Tasks (50%)**

#### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Biology B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge:  
At least a C grade in Year 10 Science

### Subject Overview

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their science understanding. In their study of Biology, students extend their understanding of the nature of living things, as well as of the interactions of those living things with members of the same species, members of other species, and the environment. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

Students undertake study in Stage 1 Biology through the following topics:

- Multicellular Organisms
- Biodiversity and Ecosystems

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (50%)**

**Assessment Type 2: Skills and Applications Tasks (50%)**

#### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Psychology

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge:  
At least a C grade in Year 10 Science

### Subject Overview

The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Students undertake study in Stage 1 Psychology through the following topics:

- Introduction to Psychology
- Emotion
- Forensic Psychology

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (50%)**

**Assessment Type 2: Skills and Applications Tasks (50%)**

### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Physics

**Length of Study:** One Semester (as part of a full year course)

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge: At least a C+ grade in Year 10 Science

### Subject Overview

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding. In their study of Physics, students extend their understanding of natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them, using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. 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. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

Students undertake study in Stage 1 Science through the following topics:

- Linear Motion and Forces
- Electric Circuits
- Heat

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (50%)**

**Assessment Type 2: Skills and Applications Tasks (50%)**

### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Physics B

**Length of Study:** One Semester (as part of a full year course)

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge: At least a C grade in Stage 1 Physics A

### Subject Overview

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding. In their study of Physics, students extend their understanding of natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them, using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. 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. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

Students undertake study in Stage 1 Science through the following topics:

- Energy and Momentum
- Light
- Atom and the Nucleus

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (50%)**

**Assessment Type 2: Skills and Applications Tasks (50%)**

### Examination

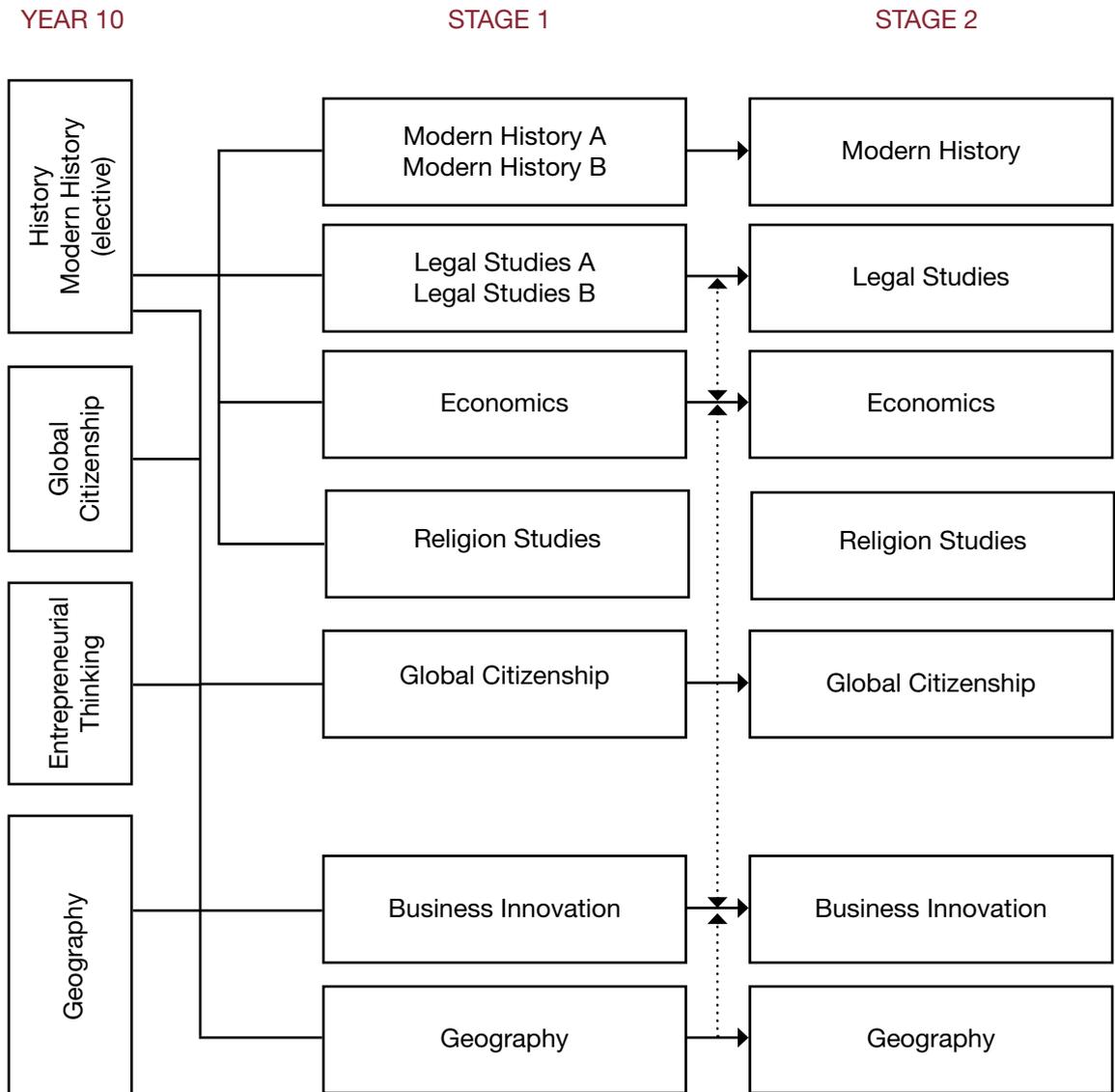
This subject has a 100 minute Examination at the end of the semester.

# Learning Area: HUMANITIES

## Learning Area Leader: Ruth Denton

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways. The study of Humanities and Social Sciences plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally. Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate.

### Pathways



## Stage 1 Modern History A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge: Year 10 History

### Subject Overview

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

Students undertake study in Stage 1 History through the following topics:

- Imperialism
- World War 1

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (40%)**

**Assessment Type 2: Source Analysis (40%)**

**Assessment Type 3: Investigation (20%)**

### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Modern History B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge: Year 10 History

### Subject Overview

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

Students undertake study in Stage 1 History through the following topics:

- The American Revolution
- Indigenous Peoples

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (40%)**

**Assessment Type 2: Source Analysis (40%)**

**Assessment Type 3: Investigation (20%)**

### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Geography A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge: Year 10 History

### Subject Overview

Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes. Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students identify patterns and trends, and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities. Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative. Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities.

Students undertake study in Stage 1 Geography through the following topics:

- Sustainable Places – Urban Areas
- Hazards
- Contemporary Global Issues

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Skills and Application (60%)**

**Assessment Type 2: Fieldwork (40%)**

### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Geography B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge: Year 10 History

### Subject Overview

Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes. Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students identify patterns and trends, and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities. Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative. Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities.

Students undertake study in Stage 1 Geography through the following topics:

- Sustainable Places – Megacities
- Human induced hazards
- Contemporary Global Issues

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Skills and Application (60%)**

**Assessment Type 2: Fieldwork (40%)**

### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Legal Studies A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge:  
At least a C grade in Year 10 History

### Subject Overview

This subject focuses on the use of laws and legal systems to create harmony within communities. Students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law-making, law enforcement, and dispute resolution, and should be applied to a range of contemporary Australian issues. Legal Studies is explored through the mechanism of asking open ended questions which stimulate deep and conceptual thinking, and involve the consideration of a range of perspectives. In providing a response to the questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence, and cases.

Through Legal Studies, students develop an appreciation and awareness of their role as a citizen, the skills to communicate their ideas, and the confidence to make informed and effective decisions regarding legal issues.

Students undertake study in Stage 1 Legal Studies through the following areas:

- Law and Communities
- Justice and Society
- Motorists and the Law

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Analytical Response (25%)**

**Assessment Type 2: Inquiry (35%)**

**Assessment Type 3: Presentation (40%)**

### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Legal Studies B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge:  
At least a C grade in Year 10 History

### Subject Overview

This subject focuses on the use of laws and legal systems to create harmony within communities. Students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law-making, law enforcement, and dispute resolution, and should be applied to a range of contemporary Australian issues. Legal Studies is explored through the mechanism of asking open ended questions which stimulate deep and conceptual thinking, and involve the consideration of a range of perspectives. In providing a response to the questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence, and cases.

Through Legal Studies, students develop an appreciation and awareness of their role as a citizen, the skills to communicate their ideas, and the confidence to make informed and effective decisions regarding legal issues.

Students undertake study in Stage 1 Legal Studies through the following areas:

- Law and Communities
- Young People and the Law
- Victims and the Law

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Analytical Response (25%)**

**Assessment Type 2: Inquiry (35%)**

**Assessment Type 3: Presentation (40%)**

### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Economics

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge: Year 10 History

### Subject Overview

Studying economics enables students to understand how an economy operates. Students become aware of different economic systems and institutions, and realise the degree to which these systems and institutions help satisfy people's needs and wants. Students will recognise that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values. Students' research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. Current issues that impact on our economy will be discussed.

Students undertake study in Stage 1 Economics through the following topics:

- The Economic Problem
- Economic Systems
- The Market Economy
- Government Involvement in the Market Economy
- The Circular Flow of Income
- Poverty and Inequality

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (50%)**

**Assessment Type 2: Skills and Application (30%)**

**Assessment Type 3: Issue Study (20%)**

### Examination

This subject has a 100 minute Examination at the end of the semester.

## Stage 1 Religion Studies

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Nil

### Subject Overview

A study of religion and spirituality forms a vital foundation for the study of a society. This is of particular importance in a culturally diverse society. An appreciation of the nature of national and global multicultural society is enriched by an understanding of religion and its influence on human behaviour, and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents participate in, and respond to, current social and moral debates, and issues in communities such as those in Australia.

Students undertake study in Stage 1 Religion Studies through the following topics:

- Religion in Australia
- Religion and environmental ethics
- Religion and social justice

### Assessment

**Assessment Type 1: Practical Activity (35%)**

**Assessment Type 2: Issues Investigation (35%)**

**Assessment Type 3: Reflection (30%)**

### Examination

This subject does not have an Examination at the end of the semester

## Stage 1 Business Innovation A

Length of Study: One Semester

Number of SACE 10

Credits:

Pre-requisite Information: Nil

### Subject Overview

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

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

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

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Business Skills (70%)**

**Assessment Type 2: Business Pitch (30%)**

#### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Business Innovation B

Length of Study: One Semester

Number of SACE 10

Credits:

Pre-requisite Information: Nil

### Subject Overview

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

This Semester includes The Shark Tank eSchool Program.

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

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

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Business Skills (70%)**

**Assessment Type 2: Business Pitch (30%)**

#### Examination

This subject does not have an Examination at the end of the semester.

### Stage 1 Global Citizenship (Integrated Learning)

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite** Nil

**Information:**

#### Subject Overview

Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world. Students are encouraged to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. It develops students' abilities to communicate and empathise with others and to analyse intercultural experiences critically.

Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours. Though all are significant in learning to live together, three dispositions – expressing empathy, demonstrating respect and taking responsibility.

Students will be involved in Service Learning activities as an integral part of their learning. They will develop extensive understanding of King's connection with and support of King's Friendship Centre in Cambodia.

#### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Practical Exploration (50%)**

**Assessment Type 2: Connections (25%)**

**Assessment Type 3: Personal Venture (25%)**

#### Examination

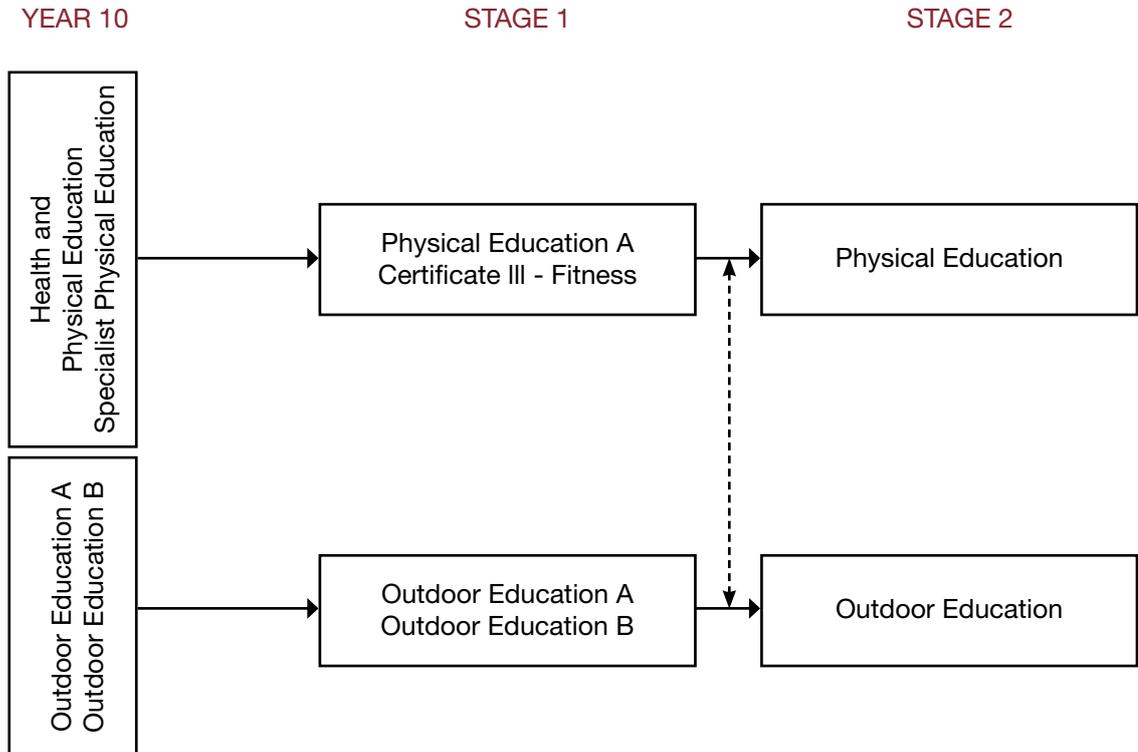
This subject does not have an Examination at the end of the semester.

# Learning Area: HEALTH AND PHYSICAL EDUCATION

**Learning Area Leader: Adrian McDonald**

In Stage 1 Physical Education students gain an understanding of human functioning and physical activity. Students will explore their own physical capacities and analyse their performance in a range of physical activities. They will develop skills in communication, analysis, investigation and the ability to apply theoretical knowledge to practical situations. There are no pre-requisites for admission into Stage 1 Physical Education although completion of elective year 10 Physical Education is advantageous.

## Pathways



## Stage 1 Physical Education A

**Length of Study:** One Year (both semesters)

**Number of SACE** 10 Stage 1

**Credits:** Up to 100 Stage 2

**Pre-requisite Information:** Highly Desirable Knowledge:  
At least a C+ in Year 10 Science

### Subject Overview

Year 11 Physical Education will be completed over a full year earning 10 Stage 1 SACE Credits and 100 Stage 2 SACE Credits for Certificate III in Fitness. 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.

An integrated approach to learning in Physical Education promotes deep learning 'in, through, and about' physical activity.

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

Students undertake study in Stage 1 Physical Education through selection from the following topics:

- Performance Improvement and Individual Suitability to a sport
- Exercise Physiology
- Biomechanics
- Skill Acquisition and Coaching
- Physical Activity Investigation in a Community Sport
- Inclusivity through modification of games

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Performance Improvement (60%)**

**Assessment Type 2: Practical Investigation (40%)**

### Examination

This subject does not have an Examination at the end of the semester.

## Certificate III - Fitness

### Subject Overview

The Certificate III in Fitness provides a pathway to work as an instructor in the fitness industry, providing exercise instruction for group or gym programs. It is also a firm foundation for various tertiary qualifications including Human Movement and Sports Physiology.

Face-to-face practical workshops, self-paced learning modules and field experience hours, provide students with all that they need to successfully complete their studies.

To successfully complete the Certificate III in Fitness, students will be required to:

- Attend a weekly 2-hour face-to-face workshop
- Complete a Learner's Assessment Workbook
- Gain field experience in the fitness industry

A completed Certificate III in Fitness can contribute to a student's ATAR calculation at the end of Year 12.

### Examination

Assessment to be conducted by an external provider.

Please note: this subject incurs a resource fee \$400

## Stage 1 Outdoor Education A

Length of Study: One Semester

Number of SACE 10

Credits:

Pre-requisite  
Information: Nil

### Subject Overview

Stage 1 Outdoor Education consists of three interrelated focus areas. Together, the learning through these three focus areas enable students to develop and extend the core skills, knowledge and understanding required to be safe, active, and informed participants in the natural environment. The core skills, knowledge and understanding are integrated in each of the focus areas and developed through experiential learning in the context of activities and journeys in natural environments. Students study all focus areas.

- Environment and Conservation
- Planning and Management
- Personal Growth and Development.

These focus areas are developed as part of the following activities:

- Rock Climbing at Arapiles
- Bushwalking in Wilpena Pound and Edeowie Gorge.

The King's Outdoor Education Year 11 curriculum provides students opportunity to learn to apply specialised technical skills in Rock Climbing and Bushwalking and reflect on their personal, group and social development.

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

*Assessment Type 1: About Natural Environments*

*Assessment Type 2: Experiences in Natural Environments*

#### Examination

This subject does not have an Examination at the end of the semester.

Please note: this subject incurs a resource fee \$450.

## Stage 1 Outdoor Education B

Length of Study: One Semester

Number of SACE 10

Credits:

Pre-requisite  
Information: Nil

### Subject Overview

Stage 1 Outdoor Education consists of three interrelated focus areas. Together, the learning through these three focus areas enable students to develop and extend the core skills, knowledge and understanding required to be safe, active, and informed participants in the natural environment. The core skills, knowledge and understanding are integrated in each of the focus areas and developed through experiential learning in the context of activities and journeys in natural environments. Students study all focus areas.

- Environment and Conservation
- Planning and Management
- Personal Growth and Development.

These focus areas are developed as part of the following activities:

- Kayaking in the Riverland Region
- Rock Climbing at local climbing areas

The King's Outdoor Education Year 11 curriculum provides students opportunity to learn to apply technical skills in Kayaking and Rock Climbing and reflect on their personal, group and social development.

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

*Assessment Type 1: About Natural Environments*

*Assessment Type 2: Experiences in Natural Environments*

#### Examination

This subject does not have an Examination at the end of the semester.

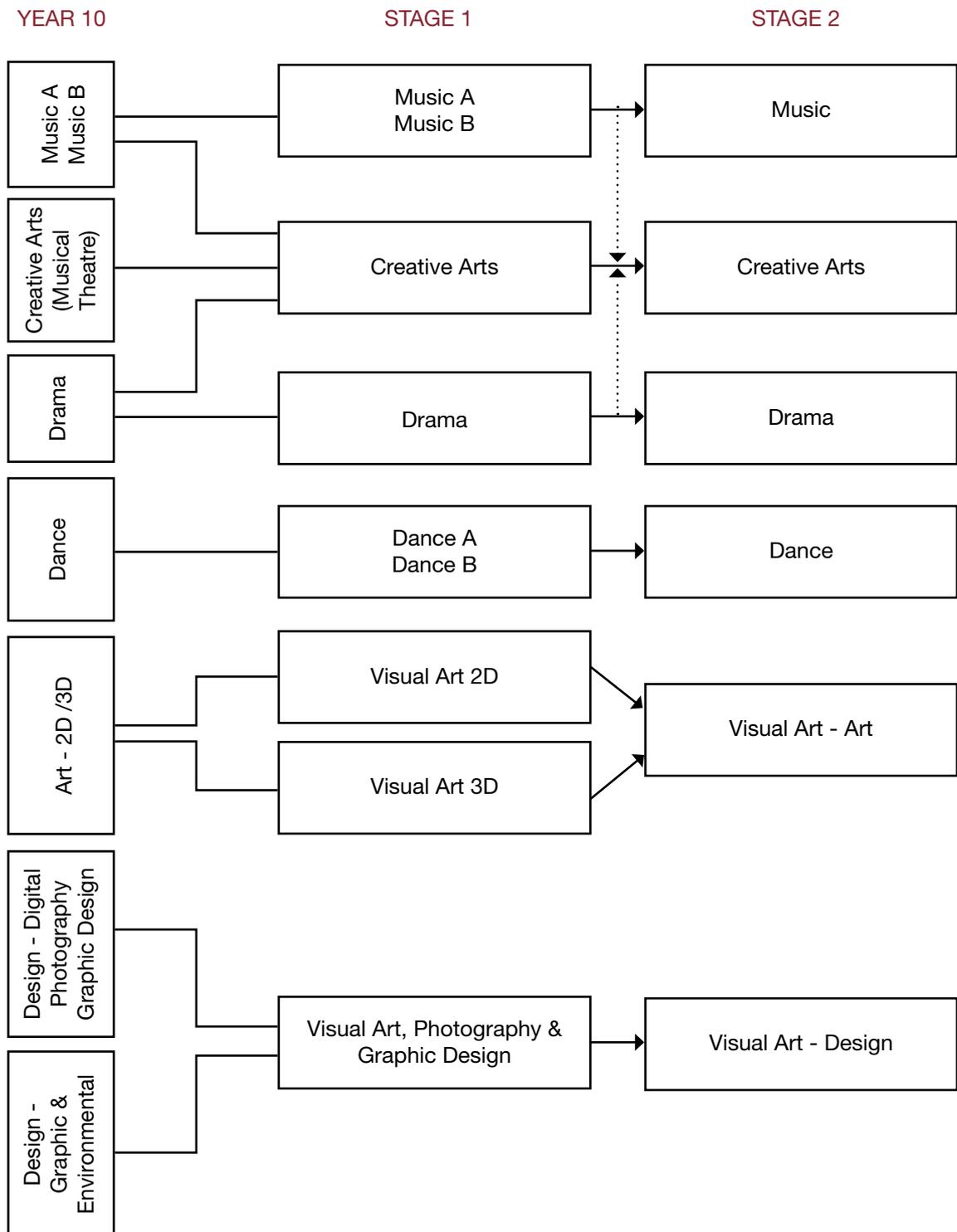
Please note: this subject incurs a resource fee \$450.

# Learning Area: THE ARTS

## Learning Area Leader: Sue Horton

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in The Arts encourages students to be critical thinkers, develop creative solutions in a rapidly changing world and empathy for the viewpoints of others - whilst providing a multitude of opportunities for students to develop talents and skills in areas they are passionate about. It is essential that students practice the required techniques and processes to ensure the successful improvement of their practical skills.

### Pathways



## Stage 1 Music A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge: At least a C grade in Year 10 Music.

### Subject Overview

In Music Advanced students develop their knowledge and understanding of music and relevant techniques to become more confident and competent performers. Students focus on developing their practical technique on their chosen instrument(s) and develop solo and ensemble performance skills across a variety of genres. Students extend their theory knowledge and aural skills through song writing, composition, and arranging analysis and musicianship activities. Students also reflect on their own creative works and those of others. Students undertake study in Stage 1 Music through the following topics:

- Creative Works - Performance
- Creative Works – Composition/Song Writing/Arranging
- Musical Literacy – Musicianship
- Musical Literacy – Reflection on Creative Works

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Creative Works (60%)**

**Assessment Type 2: Musical Literacy (40%)**

#### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Music B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge: Stage 1 Music A. Students must study a full year of music if continuing to Stage 2 Music.

### Subject Overview

In Music B students continue to develop their knowledge and understanding of music and relevant techniques to become more confident and competent performers. Students focus on developing their practical technique on their chosen instrument(s) and develop solo and ensemble performance skills across a variety of genres. Students further extend their theory knowledge and aural skills through creating works using music technology programs, analysis of works and musicianship activities. Students use music technology to record themselves and others, developing skills in recording, mixing and mastering techniques. Students will also reflect on their own creative works and those of others.

- Creative Works - Performance
- Creative Works – Recording with Music Technology
- Musical Literacy - Musicianship
- Musical Literacy – Analysis of Works

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Creative Works (60%)**

**Assessment Type 2: Musical Literacy (40%)**

#### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Dance A

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge: At least a C grade in Year 10 Dance

### Subject Overview

Students explore components of dance including Technique, Performance and Choreography. Student's dance technique is enhanced by learning a variety of dance genres including work from guest dance teachers. In addition, students may participate in dance excursions to view live performances by professional practitioners and participate in dance workshops to enhance their understanding experience and technique. Students respond to dance performance by completing a written response evaluating a dance work they have viewed.

Students undertake study in Stage 1 Dance through the following topics:

- Technique
- Composition
- Performance
- Response

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Skills Development (20%)**

**Assessment Type 2: Creative Explorations (60%)**

**Assessment Type 3: Dance Contexts (20%)**

### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Dance B

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge: Stage 1 Dance A. Students must study a full year of Dance if continuing to Stage 2 Dance.

### Subject Overview

Students explore components of dance including Technique, Performance and Choreography. Student's dance technique is enhanced by learning a variety of dance genres including work from guest dance teachers. In addition, students may participate in dance excursions to view live performances by professional practitioners and participate in dance workshops to enhance their understanding experience and technique. Students respond to dance performance by completing a written response evaluating a dance work they have viewed.

Students undertake study in Stage 1 Dance through the following topics:

- Technique
- Composition
- Performance
- Response

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Skills Development (20%)**

**Assessment Type 2: Creative Explorations (60%)**

**Assessment Type 3: Dance Contexts (20%)**

### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Creative Arts

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge: At least a C grade in Year 9 or 10 Drama or Music and participation in the school musical or showcase for the year of study.

### Subject Overview

Students develop the practical, production technique, research and analytical skills associated with their role in the King's musical production/showcase. Students focus on improving their performance skills or production techniques and reflect on their progress; research a practitioner or techniques of their chosen field and review the performances of others. Collaboration is a major focus as students prepare elements of the school production for a unified presentation through the page to stage process.

Students undertake study in Stage 1 Creative Arts through the following topics:

- Creative Arts Product
- Performance Review
- Inquiry
- Skills Focus

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Product (50%)**

**Assessment Type 2: Folio (50%)**

#### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Drama

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge: At least a C grade in Year 10 Drama.

### Subject Overview

Students develop and sustain a variety of different roles and characters for given circumstances and intentions. They are required to work both independently and collaboratively to conceive, develop, create and interpret dramatic works. Students are also required to select, analyse and collate written information on selected performances, identify dramatic elements, forms and performance styles. Students perform a scene from a chosen contemporary theatre style as well as a collaborative experimental theatre piece, and complete a production report and written review.

Students undertake study in Stage 1 Drama through the following topics:

- Performance – Group Presentation
- Folio - Production Log
- Folio - Theatre Review
- Investigation and Monologue Presentation

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Performance (40%)**

**Assessment Type 2: Folio (30%)**

**Assessment Type 3: Investigation & Presentation (30%)**

#### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Visual Art - 2D Art

(Drawing & Painting)

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite** Highly Desirable Knowledge:

**Information:** At least a C grade in Year 10 Visual Art.

### Subject Overview

Students develop and refine drawing and painting skills using a variety of media and techniques. Through the Visual Study component students are encouraged to investigate different techniques, styles and various artistic approaches. Students produce 2 resolved 2 dimensional artworks using a specified theme (Minor) and a self-initiated theme (Major). The Folio component documents the exploration of ideas, techniques, development of skills and connections with various forms of visual art. The Practical component (Minor & Major) comprises of the resolved artwork and the written supporting Practitioner's Statement.

Students undertake study in Stage 1 Visual Art – 2D Art through the following topics:

- Folio
- Practical & Practitioner's Statement
- Visual Study

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (40%)**

**Assessment Type 2: Practical (30%)**

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

#### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Visual Art - 3D Art

(Sculpture – Ceramics & Mixed Materials)

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite** Highly Desirable Knowledge:

**Information:** At least a C grade in Year 10 Visual Art.

### Subject Overview

Students develop and refine sculpture and construction skills using a variety of materials and techniques. Through the Visual Study component students are encouraged to investigate different techniques, styles and various artistic approaches. Students produce 2 resolved 3 dimensional artworks using a specified theme (Minor) and a self-initiated theme (Major). The Folio component documents the exploration of ideas, techniques, development of skills and connections with various forms of visual art. The Practical component (Minor & Major) comprises of the resolved artwork and the written supporting Practitioner's Statement.

Students undertake study in Stage 1 Visual Art – 3D Art through the following topics:

- Folio
- Practical & Practitioner's Statement
- Visual Study

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (40%)**

**Assessment Type 2: Practical (30%)**

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

#### Examination

This subject does not have an Examination at the end of the semester.

# Stage 1 Visual Art - Digital Photography & Graphic Design

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Highly Desirable Knowledge:  
At least a C grade in Year 10 Visual Art – Digital Photography.

## Subject Overview

Students develop and refine photographic and graphic design skills using a variety of media and techniques. Through the Visual Study component students are encouraged to investigate different techniques, styles and various artistic approaches. Students produce 2 resolved photographic and graphic design based artworks using a specified theme (Minor) and a self-initiated theme (Major). The Folio component documents the exploration of ideas, techniques, development of skills and connections with various forms of visual art and design. The Practical component (Minor & Major) comprises of the resolved artwork/design work and the written supporting Practitioner's Statement.

Students undertake study in Stage 1 Visual Art – Digital Photography & Graphic Design through the following topics:

- Folio
- Practical & Practitioner's Statement
- Visual Study

## Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Folio (40%)**

**Assessment Type 2: Practical (30%)**

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

## Examination

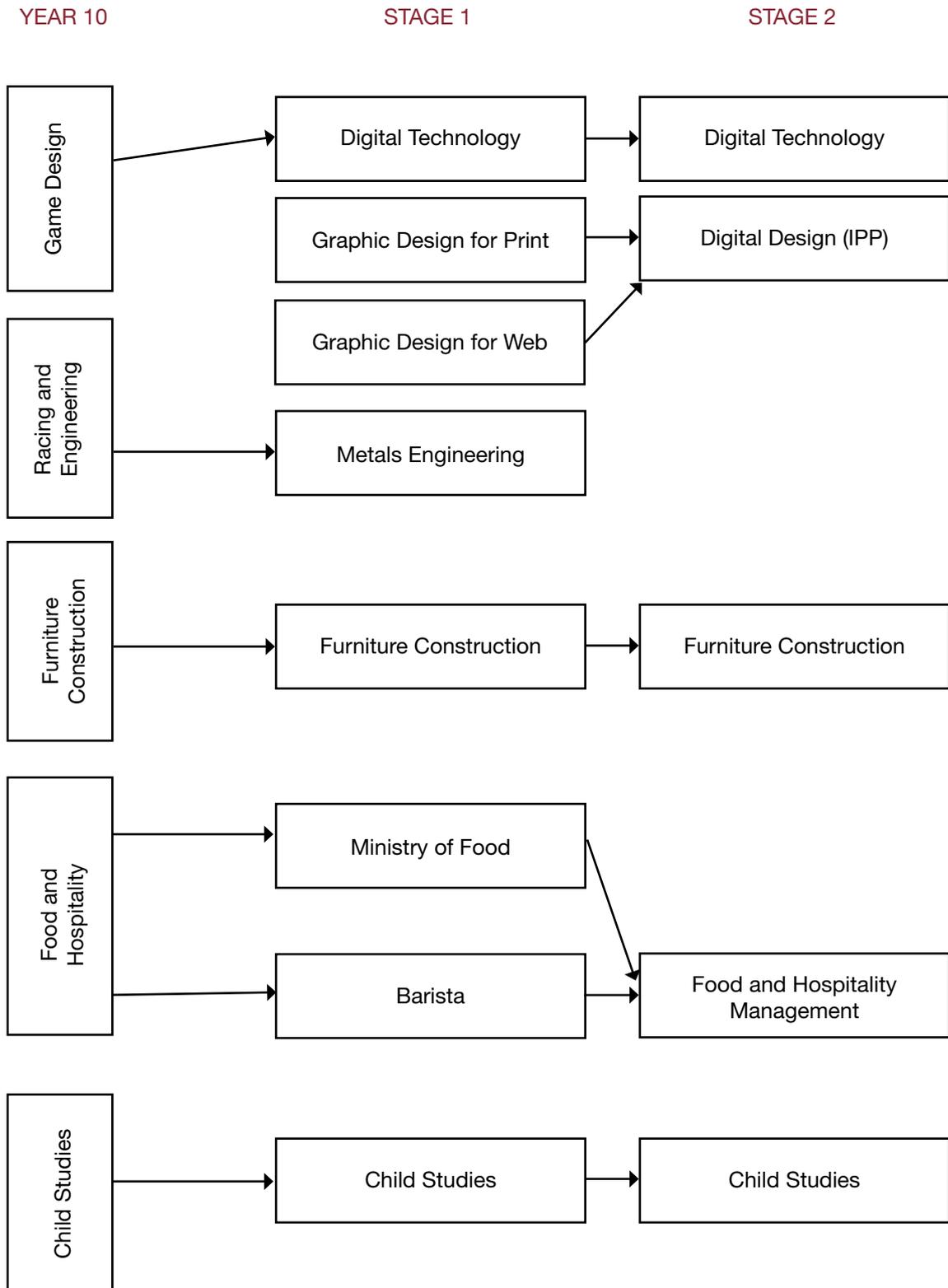
This subject does not have an Examination at the end of the semester.

# Learning Area: TECHNOLOGIES

## Learning Area Leader: Wayne Grady

Stage 1 subjects in Technology are all 10 credit, or half year courses. Not all subjects run in both semesters, the semester that a subject runs in will depend on numbers. Not all subjects require students to have prior experience or passing grades, some do though, it is important to check this prior to selecting a subject. Students who are interested in completing a Stage 1 Technology subject but do not meet the subjects criteria are encouraged to discuss this matter with the relevant teacher.

### Pathways



## Stage 1 Child Studies

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Nil

### Subject Overview

Child Studies focuses on children and their development from conception to 8 years. Throughout the semester, students have the opportunity to develop knowledge and understanding of young children through individual collaborative and practical learning.

This learning is supported by the inclusion of hands on experience with the simulated “Baby Care” program. Students explore concepts such as the cognitive and physical development needs of small children and the rights of the child. Language and Literacy is practically explored via a group activity through Children’s Books with the Year 2 students. Students also explore the importance of imagination through creating and designing costumes for Book Week.

Students undertake study in Stage 1 Child Studies through the following topics:

- Investigation (Research)
- Children’s Development and Books (Group)
- Children’s Imagination and Development (Practical)
- Baby Care (simulated “Babycare” Program) Practical

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Practical Activity (50%)**

**Assessment Type 2: Group Activity (25%)**

**Assessment Type 3: Investigation (25%)**

### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Furniture Construction

Length of Study: One Semester

Number of SACE 10

Credits:

Pre-requisite Information: Nil

### Subject Overview

Students refine their timber materials and machining understanding while developing further a range of complex skills. Safe and competent use of machinery and a wide range of hand and power tools assisted them in refining their skill set. Their Design Folio involves producing sketches, CAD drawings. They produce a photographic, documented record of their practical progress while constructing their major product.

Students undertake study in Stage 1 Furniture through the following topics:

- Furniture construction principles
- Practical Projects
- Safe workshop procedures
- CAD and Sketching
- Tooling Jigs

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Specialised Skills Task (40%)**

**Assessment Type 2: Design Process and Solution Games Table Impact Study (60%)**

### Examination

This subject does not have an Examination at the end of the semester.

Please note: this subject incurs a resource fee

## Stage 1 Metals Engineering

Length of Study: One Semester

Number of SACE 10

Credits:

Pre-requisite Information: Nil

### Subject Overview

This semester students have focused on developing Metals Engineering skills. Students develop skills in, CAD (Computer Aided Design), basic metal fabrication, use of hand tools and workshop machines, metal lathe operation including internal and external thread cutting, MIG (Metal Inert Gas) welding, as well as Oxy - Acetylene welding. Student work is assessed through two specialized skills assessment tasks and also a design process and solution task where students design and produce their own project within a design brief.

Students undertake study in Stage 1 Metal Engineering through the following topics:

- Metal Fabrication
- CAD Drawing and Sketching
- Measuring Equipment

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Skills and Application (50%)**

**Assessment Type 2: Design Process and Solution (50%)**

### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Graphic Design for Print (IPP)

Length of Study: One Semester

Number of SACE 10

Credits:

Pre-requisite Information: Nil

### Subject Overview

This subject allows students the opportunity to learn about and apply good design principles. They use a range of software products, such as Adobe Illustrator, Indesign and Photoshop to focus on developing printed documents. By bringing design principles and software skills together, students are able to produce professional-looking products such as a flyer, a replica magazine cover and a business stationery package.

Students undertake study in Stage 1 Graphic Design for Print (Information Processing and Publishing) through the following topics:

- Design Principles
- Design Software Skills
- Information Processing Issues

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Practical Skills: Skills Tasks (50%)**

**Assessment Type 2: Product and Documentation: Magazine Cover with Design Documentation (30%)**

**Assessment Type 3: Issues Analysis: Multimodal Presentation (20%)**

### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Graphic Design for Web (IPP)

Length of Study: One Semester

Number of SACE 10

Credits:

Pre-requisite Information: Nil

### Subject Overview

This subject allows students the opportunity to learn about and apply good design principles when creating web based content such as websites and mobile applications. They use a range of software products, such as Adobe Spark, UX and Dreamweaver to focus on developing digital solutions. By bringing design principles and software skills together, students are able to produce professional-looking products such as a simple website, a mobile phone application design layout and a free choice website.

Students undertake study in Stage 1 Graphic Design for Web (Information Processing and Publishing) through the following topics:

- Design Principles
- Simple Website creation
- Mobile Phone Application interfaces
- Enhanced Website creation
- Web based issues in a school context

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Practical Skills: Skills Tasks (50%)**

**Assessment Type 2: Product and Documentation: Free Choice Website Creation with Design Documentation (30%)**

**Assessment Type 3: Issues Analysis: Multimodal Presentation (20%)**

### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Digital Technology

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Desirable Knowledge: To have experience with programming

### Subject Overview

This semester students will learn about the basic computer functions and the coding required to represent these functions. They will explore problems and document solutions using pseudo code and flowcharts. Using the design process students can then use these solutions to develop digital products. Students will have the opportunity to explore ethical considerations in computer gaming and apply these to their own developed solutions. Students will have the opportunity to learn and apply more advanced programming techniques to existing designs.

Students undertake study in Stage 1 Programming and Computational Thinking through the following topics:

- Research topic
- Ethics and Morality
- Flowcharts and Pseudo Code
- Digital Solutions

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Project Skills: Investigation, Programming and Product Design (70%)**

**Assessment Type 2: Digital Solution: Advanced Programming (30%)**

#### Examination

This subject does not have an Examination at the end of the semester.

## Stage 1 Barista (Food and Hospitality)

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Nil

### Subject Overview

The Food & Hospitality Industry is an excitingly, dynamic and forever changing and creative industry. In this subject, the students learn espresso making skills delivered at commercial industry standards. Students can potentially use these skills to gain employment while they study or pursue a career in hospitality. They will examine and explore skills and techniques in brewing methods, flavour development and sensory evaluation. The introduction of patisserie skills (small cakes and pastries) and other simple foods allow students to further develop food production techniques, underpinned by hygienic practices.

Students undertake study in Stage 1 Food and Hospitality through the following topics:

- Espresso and alternative brewing methods
- Food Preparation Skills

### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Practical Activities (50%)**

**Assessment Type 2: Group Activity (25%)**

**Assessment Type 3: Investigation: Investigate and Reflect on a Contemporary Issue (25%)**

#### Examination

This subject does not have an Examination at the end of the semester.

Please note: this subject incurs a resource fee of \$150

### Stage 1 Ministry of Food (Food and Hospitality)

**Length of Study:** One Semester

**Number of SACE** 10

**Credits:**

**Pre-requisite Information:** Nil

#### Subject Overview

Hospitality students develop expertise in a wide range of fresh food preparation and production. As part of the practical work, students learn to apply risk minimization strategies (Hazard Analysis Critical Control Points) for safe and hygienic outcomes. They engaged in a catering opportunity presenting a three course dinner for invited guests and investigated healthy food products and methods of cookery. Students learn to critically analyse and evaluate food related issues, through action plan, research and evaluation processes. They develop changes to their personal dietary intake and food preparation techniques

Students undertake study in Stage 1 Food and Hospitality through the following topics:

- Food Skills development
- Hospitality Industry visits
- Healthy Food Practicals
- Food Choices Research

#### Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

**Assessment Type 1: Practical Activities: Local and Global Issues, Trends in Food and Culture (50%)**

**Assessment Type 2: Group Activity: Group Activity (25%)**

**Assessment Type 3: Investigation: Food the Individual and Family (25%)**

#### Examination

This subject does not have an Examination at the end of the semester.

## Vetamorphus

### Certificate III in Christian Ministry and Theology (1043NAT)

**Length of Study:** One Year (both semesters)

**Number of SACE Credits:** Up to 55 Stage 2 Credits

**Pre-requisite Information:** Nil

### Subject Overview

The course is intended to provide students with the knowledge and skills to deepen their understanding of the Christian Faith and to provide service in a Christian Church group or ministry context.

As a VET course, there is an additional cost of approximately \$1795. Assuming students study one less subject in each semester, the cost would be \$845 for the full year.

Successful completion of all units listed will result in achievement of 55 Stage 2 SACE credits. Successful completion can contribute to an ATAR calculation.

The course includes:

- Retreats (compulsory)
- Practical Ministry Experience (usually through involvement in a local church)
- Bible Engagement (reading through the Bible and keeping journals)
- Seminar Presentations

### Assessment

Assessment is based on meeting competencies in the following areas;

- Identify how Christian Scripture, life and practice are understood today
- Identify theological data
- Identify a range of information within a theological theme or issue
- Identify theological insights
- Identify theological knowledge in relation to a Christian way of life
- Communicate theology in everyday language
- Support group activities contributing to team effectiveness

### Examination

This subject does not have an Examination at the end of the course. All components must be completed successfully to achieve a full certificate.

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