

Bordertown High School

Subject Information 2019

Year 11



Government of South Australia
Department for Education

What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The SACE is being updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce. The certificate is based on two stages of achievement: Stage 1 (normally done in Year 11) and Stage 2 (Year 12).

How do students get the SACE?

To gain the SACE, students complete about two years of full-time study which most students spread over three years. There are two stages:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students are likely to do in Year 10
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice.

What is the Personal Learning Plan?

The Personal Learning Plan is a new compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement
- review and adjust their plans to achieve their goals.

The Personal Learning Plan contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.

What is VET and how can I do it?

A range of VET Courses are available, preparing students for employment in industry.

Students can commence their VET training through

- School Based Apprenticeships/Traineeships
- School VET programmes

Further information on VET is available through the Vocational Pathways Coordinator, Sue Walter.

University and TAFE entry

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 80 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Students with disabilities

SACE caters for students with special needs, with special provisions and by offering a range of modified subjects as options for students with significant disabilities.

Further information

Visit the SACE Board website at www.saceboard.sa.edu.au for more information about the current and the new SACE.

During 2019 the following subjects will be available for students from which to choose their combination. Every effort will be made to accommodate individual choices but as we are creating the timetable from student choices from time to time a subject clash may occur. Students are asked to choose a reserve subject which will be used in the event of this happening.

A course at Year 11 will only run if enough students choose it.

Stage 1 Subjects

	Single Semester Only	Both Semesters
Accounting	Semester 2	
Agriculture		✓
Biology		✓
Business and Enterprise	Semester 1	
Chemistry		✓
Product Design and Manufacture (Tech)		✓
English		✓
Essential English		✓
French		✓
Food and Hospitality		✓
Geography		✓
History	Semester 2	
Legal Studies	Semester 1	
Mathematics		✓
General Mathematics		✓
Essential Mathematics		✓
Physical Education		✓
Physics		✓
Research Project	Semester 2	
Visual Arts		✓

THE TERM DATES FOR 2019 ARE

- Term 1: Tuesday 29 January to Friday 12 April
- Term 2: Monday 29 April to Friday 5 July
- Term 3: Monday 22 July to Friday 29 September
- Term 4: Monday 14 October to Friday 13 December

Accounting Business - Enterprise and Technology Learning Area

The study of Accounting gives student's opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. They develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

Stage 1 Accounting can be studied as a 10-credit subject and consists of 'The Environment of Accounting' and at least two option topics.

Content

Topic: The Environment of Accounting

Option Topics

- Keeping Cash Records
- Double-entry Recording
- Financial Reports
- Analysis and Interpretation of Financial Reports

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Investigation
- Issues Study

Agriculture and Horticulture - Sciences Learning Area

Stage 1 Agriculture

Improved agricultural productivity will be vital in the coming decades to help meet the global challenge of feeding the world's increasing population. Farmers need the knowledge and skills to manage agricultural production, businesses, and marketing at the local level, while scientists seek to develop new strategies and technologies to help farmers manage our resources for sustainable food and fibre production.

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broad acre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject.

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

Content

The topics in Stage 1 Agriculture are:

Topic 1: Principles of Agriculture

Topic 2: Enterprise Management.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Agriculture.

- **Assessment Type 1: Agricultural Reports**
- **Assessment Type 2: Applications.**

Biology - Sciences Learning Area

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Content

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

- Cells and Microorganisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and Applications Tasks

Business and Enterprise - Enterprise and Technology Learning Area

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

Content

Stage 1 Business and Enterprise comprises two core topics and nine option topics.

For a 10-credit subject, students undertake:

- *one* core topic
- *two to three* option topics

Core Topics

- Introduction to Business and Enterprise

Option Topics

- Business and the Global Environment
- Business Research Task
- Entrepreneurship: The Enterprising Person

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Practical
- Issues Study

Chemistry - Sciences Learning Area

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. The focus **capabilities** for this subject are communication and learning.

Content

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

- Materials and their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acid and Bases
- Redox Reactions

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and Applications Tasks

English - English Learning Area

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write, analyse and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

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

Stage 1 English can be studied as a 10-credit subject or a 20-credit subject.

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

Content

Students are required to read and respond to texts as well as produce texts.

Reading and responding to texts Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Producing texts Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Intertextual Study Students reflect on their understanding of intertextuality by analysing the relationship between texts or demonstrating how a particular text influences their own work.

The extended study can be written, oral, or multimodal, or a combination of these modes.

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:

- Responding to texts
- Creating texts
- Intertextual Study

Essential English – English Learning Area

In Stage 1 Essential English, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities.

Essential English can be studied as a 10 or 20 credit subject.

Essential English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 20 credit literacy requirement.

Content

Students are required to read and respond to a range of texts. Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Producing texts. Students explore a range of text types for a range of purposes and audiences, and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types, and use these to compose their own texts. Students produce texts in written, oral or multi-modal form.

Assessment

Assessment at Stage 1 Essential English is school based. Students demonstrate evidence of their learning through the following assessment types: text analysis and text production.

- Responding to texts
- Creating texts

Food and Hospitality

Food and Hospitality-Health and PE + Technology Learning Areas.

Food and Hospitality focuses on the dynamic nature of the food and hospitality industry and issues related to food and hospitality industry.

Students examine some of the factors that influence people's food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

Content

Stage 1 Food and Hospitality comprises Five areas of Study

For each Semester, students undertake four topics from the following Areas of Study.

Food, the individual and family

Local and global issues in the Food and Hospitality Industry

Trends in food and culture

Food and safety

The Food and Hospitality Industry

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types

Two Practical Activities

One Group Activity

One Investigation

Geography - Humanities and Social Sciences Learning Area

Stage 1 Geography can be studied as a 10 or 20 credit subject.

The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning. Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

The course is very field work based.

Content

Students study topics within three key themes:

For a 10-credit subject, students study at least 2 topics from one or two of the themes.

For a 20-credit subject, students study at least 4 topics, with at least one topic from each theme.

Theme 1: Sustainable Places

- Topic 1: Rural and /or remote places
- Topic 2: Urban places
- Topic 3: Megacities

Theme 2: Hazards

- Topic 4: Natural Hazards
- Topic 5: Biological and Human Induces Hazards

Theme 3: Contemporary Issues

- Topic 6: Local Issues
- Topic 7: Global Issues

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications
- Fieldwork

History - Humanities and Social Sciences Learning Area

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

Content

A 10-credit subject consists of:

- skills of historical inquiry
- a minimum of two historical studies

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Sources Analysis
- Investigation

Legal Studies - Humanities and Social Sciences Learning Area

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students examine the Australian legal system. They read and write about, and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

Content

A 10-credit subject consists of: Topic 1: Law and Society and a minimum of *two* other topics.

Topics

Topic 1: Law and Society

Topic 2: People, Structures, and Processes

Topic 3: Law-making

Topic 4: Justice and Society

Topic 5: Young People and the Law

Topic 6: Victims and the Law

Topic 7: Motorists and the Law

Topic 8: Young Workers and the Law

Topic 9: Relationships and the Law

Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Issues Study
- Presentation

Mathematics Methods – Mathematics Learning Area

Mathematics in Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10.

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

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

Stage 1 Mathematics consists of the following list of topics:

- . Topic 1: Functions and graphs
- . Topic 2: Polynomials
- . Topic 3: Trigonometry
- . Topic 4: Counting and Statistics
- . Topic 5: Growth and Decay
- . Topic 6: Introduction to Differential Calculus
- . Topic 7: Arithmetic and Geometric Sequences and Series

Assessment

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

- Skills and Application Tasks
- Mathematical Investigation

General Mathematics-Mathematics Learning Area

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject.

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

Stage 1 General Mathematics consists of the following topics:

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

Assessment

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

- Skills and Application Tasks
- Mathematical Investigation

Essential Mathematics - Mathematics Learning Area

Students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including: general calculation, measurement and geometry, money management, and statistics. In this subject there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. Stage 1 Essential Mathematics consists of the following seven topics:

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

Assessment

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

- Skills and Application Tasks
- Folio

Physical Education - Health and Physical Education Learning Area

New SACE course

In Stage 1 Physical Education the students demonstrate their knowledge and understanding in 3 Focus areas: In movement, through movement and about movement. Students explore movement concepts and strategies through physical activities to promote performance and participation outcomes.

Content

The key ideas are:

- Applying skill acquisition concepts for improvement
- Movement concepts and strategies
- Application of energy sources affecting physical performance
- Application of the effects of training on physical performance
- Physiological barriers and enablers to participation
- Social strategies to manipulate equity in participation
- Personal influences on participation
- The body's response to physical activity
- The effect of training on the body
- Learning and refining skills

Assessment

Evidence of learning will be demonstrated through performance improvement and physical activity investigations, with application, communication, exploration, analysis and reflection used for assessment. Grades will not be allocated for physical performance.

There will be a strong emphasis on the use of technology in the collection of evidence using GPS data, heart rate data, video analysis and fitness testing during practical activities. Areas of study will be chosen taking into account student interests, and preparation for future study of Physical Education and structured to suit individual cohorts. This may include sports and activities such as Surfing, Athletics, Table Tennis and Volleyball.

Physics - Sciences Learning Area

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

Physics may be a prerequisite or assumed knowledge for some tertiary courses such as engineering or physical sciences.

Content

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

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

These all include research tasks on applications of Physics in the real world such as, medical imaging. Examples include lasers, rocket propulsion and microwaves.

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and Applications Tasks

The investigations folio consists of practicals and written research tasks and assignments.

Research Project - Cross-Disciplinary Learning Area

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a 'C' grade or better to achieve the SACE in 2013.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:

- community-based projects
- technical or practical activities
- work-related research
- subject-related research.

Students receive a result in one of two forms:

- Research Project A - external assessment may be undertaken in a range of formats
- Research Project B - external assessment that must be undertaken in written form and is for students wishing to include the subject in the calculation of their Australian Tertiary Admission Rank (ATAR). It is recommended that students select this work to maximise their options.

Content

The content in the Stage 2 Research Project includes:

- the five capabilities (communication, citizenship, personal development, work, and learning)
- Research skills.

Assessment

- *School-based assessment*
- Record of Research
- Discussion
- Findings
- *External assessment*
- Evaluation

Product, Design and Manufacture - Enterprise and Technology Learning Area

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

Content

- *Material Products* – students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, ceramics, and textiles.

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks 20%
- Folio 20%
- Product 60%

Visual Arts - Arts Learning Area

In Visual Arts, student's express ideas through practical work using a diverse range of media to experiment with ideas, leading to the creation of highly resolved Artworks. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

Semester 1 focuses on Portraiture and Art movements throughout history. Semester 2 has a focus on Practical Techniques and Themes used in Art.

Content

For both 10-credit and 20-credit programs, with a focus on art, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types.

- Folio
- Practical
- Visual Study

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