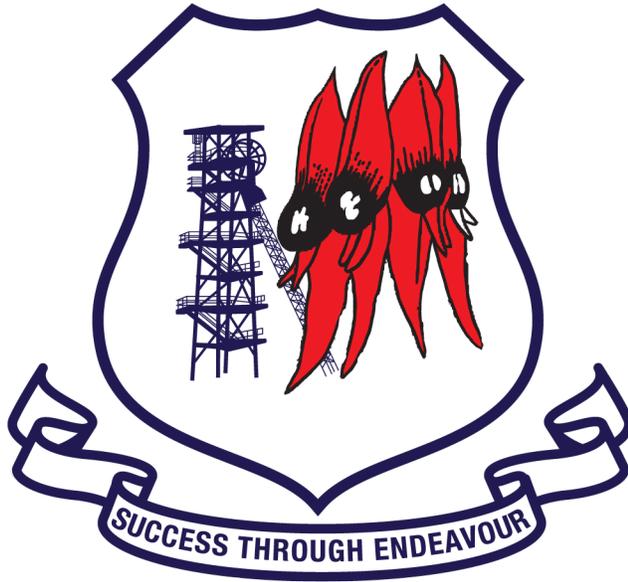


Senior Subject Handbook

ROXBY DOWNS AREA SCHOOL



Roxby Downs Area School

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From the Deputy Principal

The senior years of schooling are a critical time in anyone's life. A student's general attitude to their school work, and the decisions made in relation to subjects chosen does have a major impact on the future path into work and future prosperity.

As teachers, we want every student to be fully engaged in their learning program and have a clear notion of where they want to head with their studies and future employment. This enables us to fully support them by providing opportunities to support them to reach their goals.

As parents, we want the very best for each of our children. We want them to achieve their personal best. This may involve going on to further study (TAFE or University), commencing an apprenticeship, or going directly into the workforce but no matter what their direction, we want them to be happy and fulfilled in everything they do.

My challenge to all of our students is to not accept 2nd best. Try your hardest in everything you do. The teachers are here to support you, and your parents only want what is best for you.

- Study the career information provided and set your goals.
- Involve your parents in the process so that they can support and assist you in these critical decisions.
- Choose subjects that you enjoy and that will enable you to reach your future goals.
- Set short term and long term goals, it will help keep you focused on what you are aiming to achieve.
- Make your own decisions and aim high.

Don't be afraid to change your mind and make mistakes along the way – these are the best learning opportunities you have.

*“There will be obstacles.
There will be doubters.
There will be mistakes.
But with hard work,
There are no limits”
Michael Phelps*

All the best, choose wisely, be brave, try new things and work hard. Senior Secondary can open so many doors to your future. Make the most of it and enjoy the journey.

- Mrs Ann O’Sullivan, Deputy Principal RDAS

What is the SACE?

SACE stands for South Australian Certificate of Education. It is a qualification for preparation for further learning, work, and life and is recognised nationally and internationally.

Requirements of the SACE

1. Getting your SACE

Each subject or course that a student successfully completes earns 'credits' towards the SACE. Students receive a final grade from A to E for each Stage 1 subject and from A+ to E– for each Stage 2 subject.

2. To gain the SACE, you need to achieve 200 credits.

The compulsory subjects make up 50 credits:

- 10 credits for the Personal Learning Plan at Stage 1 (Year 10)
- 20 credits chosen from a range of English subjects at Stage 1 or Stage 2 (literacy requirement)
- 10 credits chosen from a range of mathematics subjects at Stage 1 or Stage 2 (numeracy requirement)
- 10 credits for the Research Project at Stage 2.

You will also need to successfully complete at least 60 credits from Stage 2 subjects. You select these subjects.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses (such as VET or community learning). You select the subjects or courses that you study to gain the remaining 90 credits.

3. To gain your SACE, you need to achieve:

- C grade or better in the compulsory Stage 1 subjects
- C– grade or better in the compulsory 70 credits of Stage 2 subjects, including 10 credits for the Research Project.

Keep in mind that 10 credits equates to one semester of study in a subject, and 20 credits equates to a full-year subject.

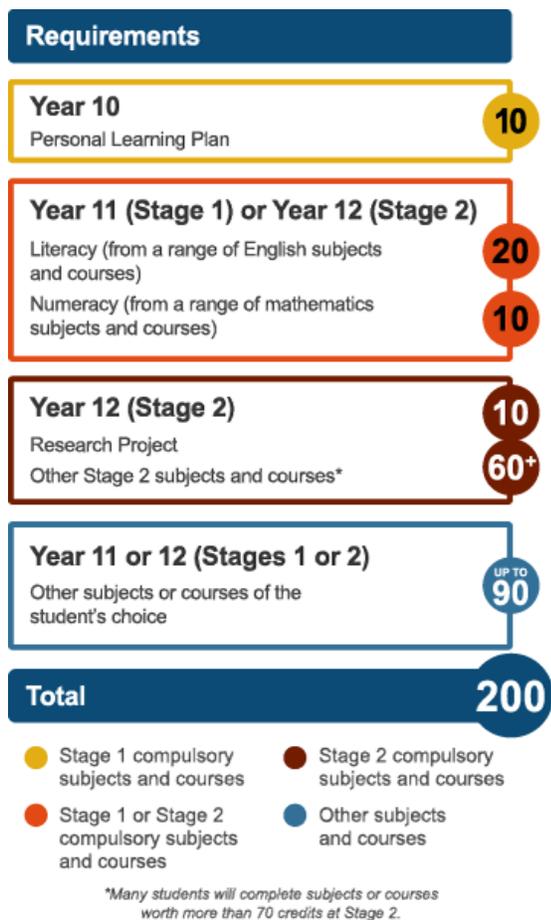
Roxby Downs Area School will endeavour to run as many senior SACE subjects as possible in 2020, but please note that due to staffing and class restrictions not all subjects listed in this handbook may run as face to face classes.

Performance Standards Explained

In every subject students need to show a certain standard in their work to achieve a particular grade. This is where 'performance standards' come in.

Performance standards define the five levels of achievement in the SACE from A to E. Each level of achievement describes the knowledge, skills, and understanding needed to demonstrate that level of learning.

Whenever students are given a grade (A to E) for an assessment, they can check the performance standards to monitor their progress through the subject. The performance standards describe how well you have demonstrated what you know and understand in relation to the criteria set out for each subject. They can also help you to set goals for improvement. All SACE teachers and assessors mark with reference to the performance standards so that students in all classes across all schools receive comparable grades.



Stage 1 and Stage 2 Explained

Year 10 students start the SACE with the Personal Learning Plan (PLP). The PLP is a 10-credit Stage 1 subject and all students need to achieve a C grade or better in this subject to achieve their SACE. Studying the PLP gives students a solid foundation for their Year 11 and Year 12 studies, and can help with their subject selections. A full year of SACE study starts in Year 11 at Stage 1. Students choose from a range of Stage 1 subjects offered at RDAS, as well as vocational education and training (VET) courses and other options. In Stage 1, all assessment tasks (reports, presentations, etc.) will be marked by teachers at school.

Stage 1: There are two compulsory requirements for the SACE that students usually complete at Stage 1:

- A full year of an English subject and at least a semester of a Mathematics subject.
- A semester of Personal Learning Plan. Students need to get a C grade or better in all

Stage 2: Students choose their subjects and courses from those offered at RDAS and Open Access College.

Assessment for Stage 2 is divided into two parts:

- Internal — 70% of subject assessment tasks (reports, tests, presentations, etc.) will be marked by teachers at school and checked by external moderators. This ensures that marking is consistent across all schools.
- External — the remaining 30% will be assessed outside of school. These assessments take the form of examinations, performances, or investigations.

There is one compulsory subject in Year 12 — the Research Project. It is a one-semester (10-credit) subject that gives students the chance to do in-depth research on a topic of their choice. Students need to get a C grade or better

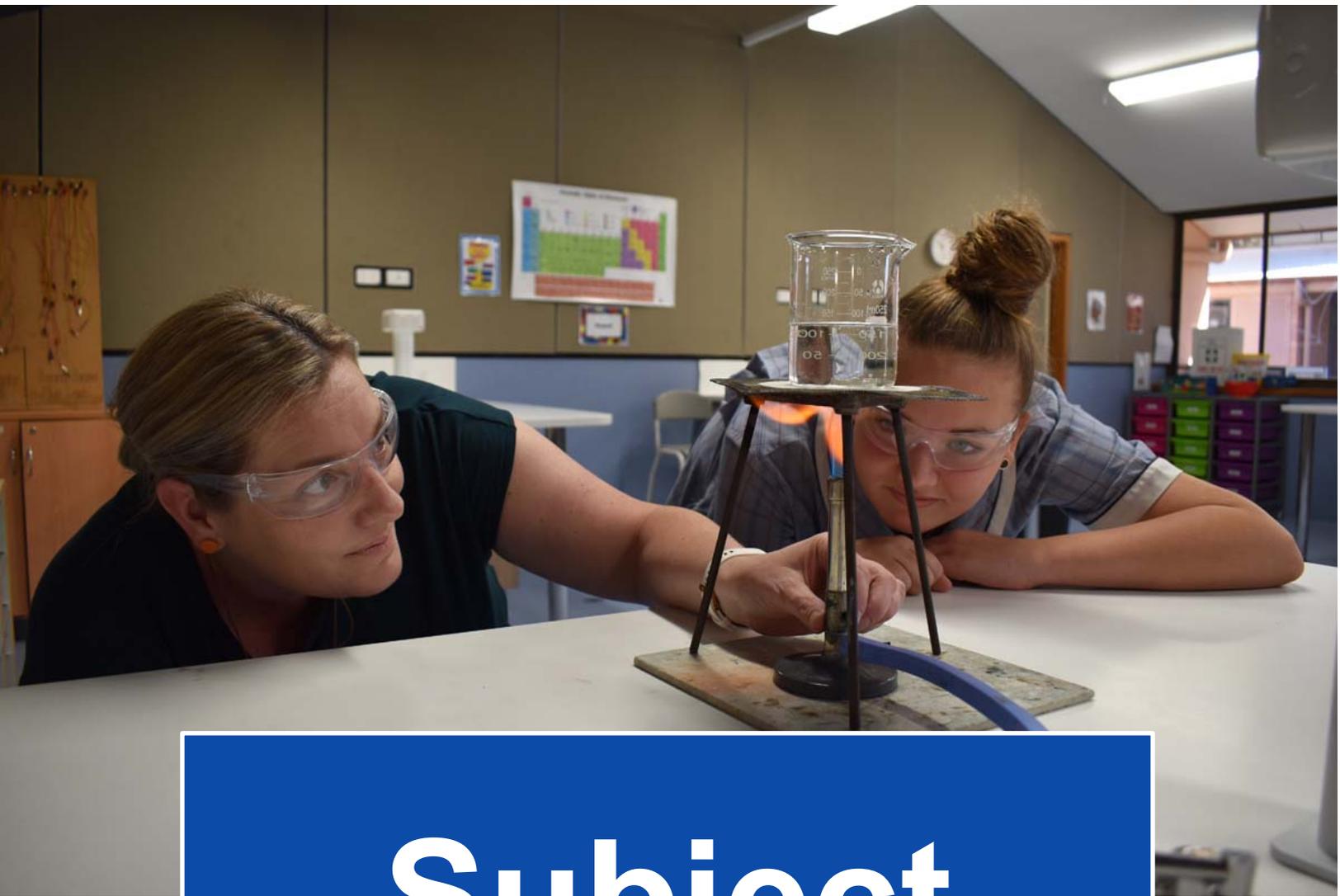
Open Access College

Open Access College is a distance education school, located in Marden Adelaide, for students who cannot access a local school, or who want a broader curriculum.

Senior students have the opportunity to enrol in a range of subjects which may not be offered face-to-face at Roxby Downs Area School. Students access their Open Access lesson once or twice a week via online platforms. Students who choose to study Open Access must be independent learners, have gained appropriate grades in their previous reports and are recommended by teachers at school.

Students who choose to study without meeting these prerequisites will require a signed letter from their parents to ensure all parties are aware of the requirements the student must meet to be successful.

For further information on courses please contact Mrs Ann O’Sullivan, Ms Georgia Boylan or Mrs Belinda Ramsey or by visiting: <https://www.openaccess.edu.au/>.



Subject Information

Year 10 subjects

Assessment & Moderation

Year 10 marks the beginning of an intensive period in a student's life when they begin to get intense about their futures. They might begin part-time work, or a school-based apprenticeship. These type of events can contribute toward a student's senior school, SACE studies.

Stage 1 Subject Counselling - this occurs in Term 3 and parents are asked to come in with their child to participate in a subject counselling session which forms the first part of selecting their course for Year 11 (Stage 1). All subject information can be found in this handbook.

Students are encouraged to speak to their Year Level Coordinator, or Home Group teachers if they are interested in finding out about school-based apprenticeships.

Compulsory subjects

- English
- Mathematics
- Humanities and Social Science (HASS)
- Science
- Physical Education [one semester]
- Personal Learning Plan (PLP) [one semester]
- Roxby Industry Training and Education (RITE) [one semester]

Practical subject options [semester based]

- Food Technology
- Digital Technology
- Physical Education
- Visual Arts
- Performing Arts

Subject Name | Stage 1 Personal Learning Plan

The PLP (Personal Learning Plan) is a compulsory SACE subject which is completed during year 10. This gives students a 'head-start' on the SACE and eases the pressure at Year 11 (Stage 1). It is a one-unit (one semester) course which is worth 10 SACE credits.

The PLP helps students to:

- plan their personal and learning goals for the future
- make informed decisions about their personal development, education, and training.

Recommended	Nil
Assessment Types	Folio, Review
Learning Pathway	Stage 1 and 2 SACE
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Ms Georgia Boylan

Subject Name

Workplace Practices run as RITE (Roxby Industry Training and Education)

For the purpose of this subject outline, 'work' is considered in its broadest sense, and is defined as all fields of paid and unpaid activity. 'Workplace' or 'work-related context' is defined as any environment in which an individual operates to produce a service and/or product.

There are three areas of study within Workplace Practices:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts.

Recommended	Nil
Assessment Types	Folio, Reflection, Performance
Learning Pathway	Stage 1 and 2 SACE
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Ms Georgia Boylan

Year 11: Stage 1 SACE

Assessment & Moderation

SACE subjects are 100% school assessed at Stage 1. The SACE Board defines school assessment as *'assessments that are set by the school, in accordance with subject outlines, and carried out by the school'*.

At Stage 1, the SACE Board supports teachers in their assessment role in many ways, including moderating compulsory subjects.

Moderation

During moderation, samples of student work are reviewed to make sure the assessment decisions (grades) are consistent with the performance standards for the subject.

Stage 1 moderation confirms that students have met the compulsory Stage 1 requirements of the SACE. Stage 1 English and Mathematics subjects and the Personal Learning Plan (PLP) are moderated.

Stage 1 Subjects

Art-Visual Art

Biology

Computer Aided Design: CAD

Chemistry

Child Studies

Design and Technology

Drama

English

Essential English

Essential Mathematics

Food and Hospitality

General Mathematics

Independent Living

Mathematics Methods

Modern History

Outdoor Education

Physical Education

Physics

Sports Study (Stage 2 subject)

VET Options

Certificate II in Automotive Servicing
Technology (Stage 2 credits)

Certificate II in Kitchen Operations
(Stage 1 credits)

Subject Name | Art-Visual Art

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

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

Recommended	Middle School Art Recommended
Assessment Types	Visual Study, Practical, Folio
Learning Pathway	Art-Visual Art (Stage 1) → Art-Visual (Stage 2) <i>or</i> Art-Design (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Ms Kristy Mackenzie

Subject Name | Biology

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students develop the skills and abilities to explain biological phenomena and draw evidence-based conclusions from investigations of biology-related issues. In this way students develop biological literacy skills that will assist them in pursuit of various career pathways. Students of Biology are better informed about the ways in which daily life is affected by biological phenomena, which contributes in their ability to live and work as reflective citizens.

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

Stage 1 Biology comprises the following areas of study;

Topic 1: Cells and Microorganisms

Topic 2: Infectious Disease

Topic 3: Multicellular Organisms

Topic 4: Biodiversity

Recommended	C grade or higher in Year 10 Science
Assessment Types	At least one practical investigation, A Science as a Human Endeavour report, Two Skills and Applications Tasks
Learning Pathway	Biology (Stage 1) → Biology (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Mrs Shanam Khurana

Subject Name

Design and Technology – Communication Products

We live in a world where visual information dominates our environment and everyday life. The Communication Products course is a digital technologies subject that develops students' techniques in the use of symbols, signs, speech, light, images, sound, or other data to design and make products that communicate information. In this subject students' design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. The focus context area is decided in negotiation with students.

Contexts for Communication Products include:

- computer-aided design (CAD)
- graphics
- multimedia
- photography
- sound
- web design

All lessons are timetabled in the computer suite and each student will have access to a PC and required software.

Throughout the course students develop skills by completing the Skills and Applications Tasks by exploring the processes, techniques and materials required to produce a product in the focused context. The skills developed in the Skills and Application tasks are transferred in to the Folio design task. The Folio requires students to use the design process to design an original communication product, leading to the production of the Product. The specific nature of the products will be determined in negotiation with the teacher. This allows each student to achieve success relevant to their background and ability.

Recommended	Nil
Assessment Types	Skills and Applications Tasks, Folio, Product
Learning Pathway	Communication Products (Stage 1) → Communication Products (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Ms Katie Rowlands

Subject Name

Design and Technology – Material Products

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

Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

Material Products

This focus area involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and resistant materials such as metals, plastics, wood, composites, ceramics, textiles, and foods.

Examples of contexts for material products include:

- building and construction
- ceramics
- clothing
- foods
- timber and timber products
- metals
- textiles
- polymers.

Recommended	Middle School Woodwork experience
Assessment Types	Vary depending on SACE guidelines
Learning Pathway	Material Products (Stage 1) → Material Products (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Students will be responsible for cost of all materials for construction of products
Contact Teacher	Ms Georgia Boylan

Subject Name | Essential English

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of Essential English at Stage 2. There is an emphasis on communication, comprehension, analysis, and text creation.

This subject can lead to Stage 2 Essential English. Stage 1 Essential English gives students the opportunity 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.

Recommended	Nil
Assessment Types	Creating Text, Responding to Text (written and oral)
Learning Pathway	Essential English (Stage 1) → Essential English (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Ms Katherine Stagg

Subject Name | English

Stage 1 English has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts.

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

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

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

Recommended	C grade or higher in Year 10 English
Assessment Types	Creating Text, Responding to Text (written and oral), Intertextual Study
Learning Pathway	English (Stage 1) → English (Stage 2) <i>or</i> Essential English (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Ms Georgia Boylan

Subject Name | Essential Mathematics

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

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

Topic 7: Open topic.

Recommended	Nil
Assessment Types	Skills and Applications Tasks, Folio
Learning Pathway	Essential Mathematics (Stage 1) → Essential Mathematics (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Mr Owen Lamb

Subject Name | General Mathematics

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices, and discrete models. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

In this subject, students are expected to:

1. Understand mathematical concepts and relationships
2. Select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
3. Investigate and analyse mathematical information in a variety of contexts
4. Interpret results, draw conclusions, and consider the reasonableness of solutions in context
5. Make discerning use of electronic technology
6. Communicate mathematically and present mathematical information in a variety of ways.

Stage 1 General Mathematics consists of the following topics:

Topic 1: Measurement

Topic 4: Trigonometry

Topic 2: Business Mathematics

Topic 5: Matrices/Networks

Topic 3: Linear Modelling

Topic 6: Non-Linear Modelling

Recommended	C grade or higher in Year 10 Mathematics
Assessment Types	Skills and Applications Tasks, Mathematical Investigation
Learning Pathway	General Mathematics Semester 1 and 2 (Stage 1) → General Mathematics (Stage 2) <i>or</i> Essential Mathematics (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Mr Gary Riebeling

Subject Name | Mathematic Methods (via Open Access)

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

Mathematical Methods can lead to tertiary studies of, for example, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Stage 1 Mathematics consists of the following twelve 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

Topic 8: Geometry

Topic 9: Vectors in the Plane

Topic 10: Further Trigonometry

Topic 11: Matrices

Topic 12: Real and Complex Numbers.

Recommended	B grade or higher in year 10 Mathematics (Advanced)
Assessment Types	Skills and Applications Tasks, Mathematical Investigation
Learning Pathway	Mathematics Methods (Stage 1) → Mathematics Methods (Stage 2) or General Mathematics (Stage 2) or Specialist Mathematics (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Mr Gary Riebeling

Subject Name | Chemistry

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

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

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

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

The topics for Stage 1 Chemistry are:

- Topic 1: Materials and their atoms
- Topic 2: Combinations of atoms
- Topic 3: Molecules
- Topic 4: Mixtures and solutions
- Topic 5: Acid and bases
- Topic 6: Redox reactions

Recommended	C grade or higher in Year 10 Science
Assessment Types	Investigations Folio, Skills and Applications Tasks
Learning Pathway	Chemistry (Stage 1) → Chemistry (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Mr Owen Lamb

Subject Name | Child Studies

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and care-givers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

There are three areas of study in Stage 1 Child Studies. Each area of study may be approached through one or more topics. Teachers and students may negotiate additional topics within one or more areas of study.

Area of Study 1: The Nature of Childhood and the Socialisation and Development of Children

Area of Study 2: Children in Wider Society

Area of Study 3: Children, Rights, and Safety

Recommended	Nil
Assessment Types	Practical Activity (2-3), Group Activity, Investigation
Learning Pathway	Child Studies (Stage 1) → Child Studies (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Ms Tayla Voy

Subject Name | Food and Hospitality

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

By working with a range of people within the school and the wider community, students develop their interpersonal communication skills. They establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions.

The study of Food and Hospitality integrates active, problem-solving approaches to learning. Students participate in collaborative activities to support healthy eating practices. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts, both locally and globally.

Further Information: Students may be required to participate in activities outside school hours, both within the school and in the wider community. Students are required to practice recipes at home prior to assessment tasks. It is recommended that students also complete the Certificate II in Kitchen Operations in conjunction with this course.

Recommended	Middle School Home Economics
Assessment Types	Practical Activity, Group Activity, Investigation
Learning Pathway	Food and Hospitality (Stage 1) → Food and Hospitality (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Mrs Teagan Eldridge

Subject Name | Modern History

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.

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

Recommended	Nil
Assessment Types	Historical Skills, Historical Study
Learning Pathway	Modern History (Stage 1) → Modern History (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Ms Georgia Boylan

Subject Name | Outdoor Education

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation.

By participating in outdoor activities, students develop knowledge and skills, and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous Australians’ perspectives about land), and physical, emotional, and spiritual health. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

The study of Outdoor Education also gives students opportunities to achieve good health and develop personal skills. Students reflect critically on environmental practices and are introduced to employment options in the outdoor and environmental fields.

Areas of Study

- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey

Each of the topics may be approached through one or more focus studies. Teachers and students may negotiate appropriate and relevant topics. Material chosen for study will reflect students’ experiences and backgrounds and meet their diverse needs.

Further Information: *If students choose to undertake this course, there will be a cost involved. Some of the excursions may take place over weekends and/or holiday periods.*

Recommended	Nil
Assessment Types	Practical (Camp), Folio Report
Learning Pathway	Outdoor Education (Stage 1) → Outdoor Education (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Yes
Contact Teacher	Ms Georgia Boylan

Subject Name | Psychology

Psychology is the study of the mind and behaviour through scientific investigation. Psychology aims to describe and explain the human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and factors that influence it. Psychology also addresses the ways in which behaviour can be changed and offers ways of intervening to advance the well-being of individuals, groups and societies.

There are four levels of explanation of behaviour in psychology – biological, basic processes, person and sociocultural. The biological level of explanation focuses on the biological and chemical processes underlying behaviour. The basic processes level of explanation focuses on the psychological processes that are universal across humans. The person level of explanation focuses on individual differences, and the sociocultural level of explanation focuses on the influence that other people exert on behaviour by studying behaviour in social and cultural contexts.

Throughout this topic students develop their knowledge and understanding of psychological terms, theories and research methods. They will create and investigate hypotheses using the scientific method and formulate logical and relevant conclusions from their findings. Students will apply psychological concepts to case studies to explain behaviours and suggest solutions to complex problems.

Areas of Study

- Introduction to Psychology

Option topics

- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion

Recommended	Nil
Assessment Types	Investigations Folio, Skills and Applications Tasks
Learning Pathway	Psychology (Stage 1) → Psychology (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Ms Amanda Kellett

Subject Name | Physical Education

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

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

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

Further Information: *Physical Education at Stage 1, has a theoretical component that requires students to research, and present written work. It is not a subject made up of just practical work.*

Recommended	Nil
Assessment Types	Practical, Folio
Learning Pathway	Physical Education (Stage 1) → Physical Education (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Mr David Konstantinoff

Subject Name | Physics

The study of physics enables students to understand and appreciate the world around them. This subject requires the interpretation of physical phenomena through a study of linear forces and motion, electrical circuits, heat, energy and momentum, waves and nuclear models and radioactivity.

Students develop their knowledge of the principles and concepts of physics, and the ability to use that knowledge to formulate questions and hypotheses, and identify opportunities and challenges. They also acquire new knowledge through their investigations. Students develop the skills and abilities to observe, record, and explain the phenomena of physics, and to draw evidence-based interpretations from investigations of issues related to physics. In this way they develop literacy skills in physics that support career pathways, and that help them to live and work as informed and reflective citizens in a world shaped by physics and technology.

Stage 1 Physics comprises the following areas of study;

Topic 1: Linear Forces and Motion

Topic 2: Electrical Circuits

Topic 3: Heat

Topic 4: Energy and Momentum

Topic 5: Waves

Topic 6: Nuclear Models and Radioactivity

Recommended	C grade or higher in year 10 Science
Assessment Types	At least one practical investigation, a Science as a Human Endeavour report, two Skills and Applications Tasks
Learning Pathway	Physics (Stage 1) → Physics (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Mr Owen Lamb

Subject Name | Drama

Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting their product or performance.

Students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self-esteem, and confidence. They also have opportunities to improve their skills in experimentation, communication, self-discipline, collaboration, teamwork, and leadership. Students learn to acknowledge and respect diversity and different perspectives on the world.

Drama is a dynamic, collaborative process, stemming from experimentation that involves intuition and analysis. Students analyse texts and other materials, performances, and their own learning. Drama enables students to acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in the validity of their own ideas.

Drama involves working collaboratively to manipulate words and images to create meaning that is shared with an audience. The exploration of drama through participating, viewing, and critiquing is an important part of the process of achieving an artistic and socially and culturally relevant production. It provides the context through which students may gain insights into the world in which they live, while reflecting on their own lives. Drama is used to express shared beliefs, record experiences, present concepts, and explore opinions and feelings. It encompasses historical, cultural, and community diversity, while informing and nourishing empathy and humanity.

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

Subject Name | Drama (cont.)

Recommended	Nil
Assessment Types	Performance, Folio, Investigation and Presentation
Learning Pathway	Drama (Stage 1) → Drama (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Mrs Teagan Eldridge

Subject Name | Independent Living

In designing a program focus, teachers consider the interests, capacities, and needs of the student cohort, approaches to teaching and learning, and forms of assessment in order to maximize opportunities for students to demonstrate their learning. Roxby Downs Area School has designed the program to be focused on developing Independent Living skills to help students prepare for post schooling aspects of life. The program will focus on a real-world situation, task, event, or learning opportunity and could be designed around a local theme, community, or context.

The subject allows students to develop, extend, and apply critical thinking skills through inquiry about aspects of the program which are of interest to them. Students share ideas, develop informed opinions and extend their social communication skills through contribution to groups, family, and/or community. Learning has an emphasis on students making links between their learning and their capabilities.

Throughout the course, students will learn and acquire skills such as cooking on a budget, renting, finding suitable jobs, post school studying, living away from home and housing and clothing maintenance.

Recommended	Nil
Assessment Types	Practical Exploration, Personal Venture, Connections
Learning Pathway	Independent Living (Stage 1) → Life Skills <i>or</i> Community Studies (Stage 2)
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Mrs Ali Knights

Subject Name | Sports Study (Stage 2)

This subject is aimed at students who are interested in Physical activity and wish to develop their understanding of sports principles. It is run as a Stage 2 subject (year 12) however year 11 students are permitted to study this in year 11.

Through the lens of the program focus students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities.

In Sports Study, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them. Students develop an awareness of the context within which they are learning and are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills through contribution to groups, family, and/or community.

Students extend their self-awareness, personal identity and values through collaborative processes that build from peer- and self-assessment.

Recommended	Nil
Assessment Types	Practical, Folio, Group Task
Learning Pathway	Sports Study (Stage 2)
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Mr David Konstantinoff

Subject Name

Certificate II Kitchen Operations (SIT20416)

Delivered by Tafe SA

This qualification provides a pathway to work in kitchen operations in organizations such as restaurants, hotels, catering operations, clubs, pubs and cafes. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparations and cookery skills to prepare food and menu items. The qualification does not provide the skills required by commercial cooks. Students can opt to go on and study this further in the future by completing a Certificate III in Commercial Cookery or Certificate III in Catering Operations.

Course Requirements: Students will complete this certificate through a variety of experiences including traditional class lessons and 70 hours work experience in an a la carte service. Students may also be expected to complete out of school hours work at events. This will be negotiated with the teacher ahead of time and will count towards the work experience hours. Upon successful completion of all units of works, work experience and practical competencies, students will be granted 55 SACE credits.

Recommended	Students may need to write a small application to be in this course as spaces are limited.
Assessment Types	
Learning Pathway	
SACE Credits	55 SACE credits for full year of study
Additional Cost	An approximate fee of \$250 helps with covering the cost of ingredients for weekly cooking, uniforms, text books and course content. An additional camp later on in the year can be arranged for students to have exposure to working in a variety of hospitality settings supporting them to meet their required 70 hours of work experience. This will also include an extra cost.
Contact Teacher	Ms Georgia Boylan, Mrs Ann O’Sullivan

Subject Name	Certificate II Automotive Servicing Technology (AUR20516)
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Delivered by Tafe SA

Get the skills to identify, inspect and perform basic repairs to the mechanical and electrical components of light and heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This entry-level qualification is designed to help you build a foundation of basic knowledge to help you prepare for a career in the automotive industry.

Skills covered may include workplace safety, basic automotive fault finding and troubleshooting, batteries, braking systems, cooling systems, steering systems, suspension systems and maintaining equipment.

Course Requirements: To complete the qualification you are required to complete 13 core units and 7 elective units over the course of 16 months (full year of year 11 and half a year of year 12)

Recommended	Students may need to write a small application to be in this course as spaces are limited.
Assessment Types	
Learning Pathway	
SACE Credits	This course is worth Stage 2 (Year 12 credits)
Additional Cost	An approximate fee of \$250 helps with covering the cost uniforms, text books and course content.
Contact Teacher	Ms Georgia Boylan

Year 12: Stage 2 SACE

In Stage 2, you will be awarded grades from A+ to E– in your assessments and for your final grade. Your teachers will assess 70% of your work. The SACE Board assesses the other 30% (Externally Assessed). This may either be an exam or portfolio

This means your final result in each Stage 2 subject will be based largely on your school assessments throughout Year 12.

Validating assessment

The SACE Board sources a sample of students' work from each class, which is representative of a range of grades across every Stage 2 subject. Assessment experts then check to confirm that the grades are accurate, fair, and comparable with all students across the state.

Confirming or adjusting grades

Teachers grade student work with reference to the performance standards provided in the subject outlines. At the end of each year, the SACE Board confirms that grades given at one school are comparable with grades given at another school. The process of confirming and adjusting school assessment grades is referred to as 'moderation'.

External Assessment

The SACE Board marks the external assessment component of all subjects. These assessments can be written examinations, oral examinations, investigations, or performances.

There is one compulsory subject in Year 12 — the Research Project. It is a one-semester (10-credit) subject that gives you the chance to do in-depth research on a topic of your choice. This is offered at RDAS in both year 11 and 12.

Some Stage 2 subjects have written examinations that are produced and assessed by the SACE Board. The majority of these examinations take place in Term 4, during October and November.

The examinations timetable is available on the SACE website from the first semester of each year.

Stage 2 Subjects

Biology

Chemistry

Child Studies

Design and Technology –

Communication Products

Design and Technology – Material

Products

Drama

English

Essential English

Essential Mathematics

Food and Hospitality

General Mathematics

Mathematical Methods

Outdoor Education

Physics

Sports Study

Research Project

Certificate III in Work Health and Safety

Subject Name | Biology

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

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

Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving every day and complex problems and challenges. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning from these approaches to their own scientific thinking.

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism

The topics for Stage 2 Biology are:

Topic 1: DNA and proteins

Topic 2: Cells as the basis of life

Topic 3: Homeostasis

Topic 4: Evolution

Subject Name | **Biology (cont.)**

Prerequisites	Stage 1 Biology
Assessment Types	School assessment (70%) Assessment Type 1: Investigations Folio (30%) Assessment Type 2: Skills and Applications Tasks (40%). External assessment (30%) Assessment Type 3: Examination (30%).
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Mrs Shanam Khurana

Subject Name

Design and Technology – Communication Products

The Communication Products course is focused on using digital technologies to create products that communicate information. These products can be in the form of items, models, prototypes and parts that demonstrate a unifying concept, theme, action or purpose. The product is brought into being as the realisation of a validated design brief.

In negotiation with the teacher, students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They make sound decisions about materials and techniques, based on their testing and understanding of the physical and design properties of the materials. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of communication media, both manual and digital.

Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

The focus context area is decided in negotiation with students, as the Communication Products course is able to cover a variety of contexts.

The contexts for Communication Products include:

- computer-aided design (CAD)
- graphics
- multimedia
- photography
- sound
- web design

Subject Name | Design and Technology – Communication Products (cont.)

Prerequisites	Completion of Stage 1 Communication Products
Assessment Types	<p>School Assessment (70%) Assessment Type 1: Skills and Applications Tasks (20%) (This includes three or four skills and applications tasks) Assessment Type 2: Product (50%) (Two products a minor and a major)</p> <p>External Assessment (30%) Assessment Type 3: Folio (30%) (Development of a minor and major product)</p>
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Ms Katie Rowlands

Subject Name | Child Studies

Stage 2 Child Studies focuses on children’s growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills.

Childhood is a unique, intense period of growth and development. Children’s lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.

There are five areas of study in Stage 2 Child Studies, as described below. Each area of study may be approached through one or more topics. Teachers and students may negotiate additional topics within one or more areas of study.

Area of Study 1: Contemporary and Future Issues

Area of Study 2: Economic and Environmental Influences

Area of Study 3: Political and Legal Influences

Area of Study 4: Sociocultural Influences

Area of Study 5: Technological Influences

Subject Name | Child Studies (cont.)

Prerequisites	Completion of Stage 1 Child Studies
Assessment Types	<p>School Assessment (70%) Assessment Type 1 Practical task (6-8 practical tasks) Assessment Type 2 Group task (1 task)</p> <p><i>For each practical activity, students undertake either an action plan or a research task. For each group activity, students undertake an action plan and/or a research task (500 words or maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form) and an individual evaluation report at the end of each task (500 words or maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form).</i></p> <p>External Assessment (30%) Assessment Type 3 Investigation (2000 word- 30%)</p>
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Ms Tayla Voy

Subject Name | Chemistry

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

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

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

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

The topics for Stage 2 Chemistry are:

Topic 1: Monitoring the environment

Topic 2: Managing chemical processes

Topic 3: Organic and biological chemistry

Topic 4: Managing resources.

Subject Name | Chemistry (cont.)

Prerequisites	Completion of Stage 1 Chemistry
Assessment Types	School assessment (70%) Assessment Type 1: Investigations Folio (30%) Assessment Type 2: Skills and Applications Tasks (40%) External assessment (30%) Assessment Type 3: Examination (30%).
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Mrs Shanam Khurana

Subject Name

Design and Technology – Material Products

Students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They make sound decisions about materials and techniques, based on their testing and understanding of the physical properties and working characteristics of materials. Students identify product characteristics and make critical judgments about the design and creation of products and systems.

They work with a range of tools, materials, equipment, and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief.

Material Products

This focus area involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and resistant materials such as metals, plastics, wood, composites, ceramics, textiles, and foods.

Examples of contexts for material products include:

- building and construction
- ceramics
- clothing
- foods
- timber and timber products
- metals
- textiles
- polymers.

Subject Name**Design and Technology –
Material Products (cont.)**

Prerequisites	Completion of Stage 1 Design and Technology – Material Products
Assessment Types	Vary depending on SACE guidelines
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Students will be responsible for cost of all materials for construction of products.
Contact Teacher	Ms Georgia Boylan

Subject Name | Drama

Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

Further Information: *Students may be required to participate in activities outside of school hours, both within the school and in the wider community. Students may be required to pay additional cost to view performances.*

Prerequisites	Completion of Stage 1 Drama
Assessment Types	<p>School Assessment (70%)</p> <ul style="list-style-type: none"> • Assessment Type 1: Group Presentation (20%) • Assessment Type 2: Folio (30%) • Assessment Type 3: Interpretative Study (20%) <p>External Assessment (30%)</p> <ul style="list-style-type: none"> • Assessment Type 4: Performance (30%).
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Students will be responsible for cost of all materials for construction of products.
Contact Teacher	Mrs Teagan Eldridge

Subject Name | English

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

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creations of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

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

Prerequisites	Completion of Stage 1 English
Assessment Types	School assessment (70%) Assessment Type 1: Responding to Texts (30%) Assessment Type 2: Creating Texts (40%) External assessment (30%) Assessment Type 3: Comparative Analysis (30%).
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Ms Georgia Boylan

Subject Name | Essential English

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

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

Prerequisites	Completion of Stage 1 English or Stage 1 Essential English
Assessment Types	School assessment (70%) Assessment Type 1: Responding to Texts (30%) Assessment Type 2: Creating Texts (40%) External assessment (30%) Assessment Type 3: Language Study (30%).
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Ms Georgia Boylan

Subject Name | Essential Mathematics

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Stage 2 Essential Mathematics consists of the following six topics:

Topic 1: Scales, Plans, and Models

Topic 2: Measurement

Topic 3: Business Applications

Topic 4: Statistics

Topic 5: Investments and Loans

Topic 6: Open Topic

Prerequisites	Completion of Stage 1 Essential Mathematics or Stage 1 General Mathematics
Assessment Types	School assessment (70%) Assessment Type 1: Skills and Applications Tasks (30%) Assessment Type 2: Folio (40%) External assessment (30%) Assessment Type 3: Examination (30%)
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Mr Gary Riebeling

Subject Name | General Mathematics

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

This subject enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. Students experience and learn the mathematical processes associated with investigating, modelling, and solving problems drawn from realistic contexts.

Prerequisites	Completion of Stage 1 General Mathematics
Assessment Types	School assessment (70%) Assessment Type 1: Skills and Applications Tasks (30%) Assessment Type 2: Folio (40%) External assessment (30%) Assessment Type 3: Examination (30%)
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Mr Gary Riebeling

Subject Name | Mathematics Methods (via Open Access)

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Prerequisites	Completion of Stage 1 Mathematics Methods
Assessment Types	School assessment (70%) Assessment Type 1: Skills and Applications Tasks (30%) Assessment Type 2: Folio (40%) External assessment (30%) Assessment Type 3: Examination (30%)
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Mr Gary Riebeling

Subject Name | Food and Hospitality

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

By working with a range of people within the school and the wider community, students develop their interpersonal communication skills. They establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions.

The study of Food and Hospitality integrates active, problem-solving approaches to learning. Students participate in collaborative activities to support healthy eating practices. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts, both locally and globally.

There are five areas of study in Stage 2 Food and Hospitality:

Area of Study 1: Contemporary and Future Issues

Area of Study 2: Economic and Environmental Influences

Area of Study 3: Political and Legal Influences

Area of Study 4: Sociocultural Influences

Area of Study 5: Technological Influences

Further Information: *Students may be required to participate in activities outside school hours, both within the school and in the wider community. Students are required to practice recipes at home prior to assessment tasks.*

Subject Name | Food and Hospitality (cont.)

Prerequisites	Completion of Stage 1 1 Food and Hospitality or Certificate II in Kitchen Operations
Assessment Types	School assessment (70%) Assessment Type 1: Practical Activity (50%) Assessment Type 2: Group Activity (20%) External assessment (30%) Assessment Type 3: Investigation (30%).
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Mrs Teagan Eldridge

Subject Name | Physics

The study of Physics enables students to understand and appreciate the world around them. This subject requires the interpretation of physical phenomena through a study of motion and relativity, electricity and magnetism and light and atoms.

As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. They gather evidence from experiments and research and acquire new knowledge through their own investigations.

Stage 2 Physics is organised into three sections, shown below:

Section 1: Motion and Relativity

Section 2: Electricity and Magnetism

Section 3: Light and Atoms

Prerequisites	Completion of Stage 1 Physics
Assessment Types	School assessment (70%) Assessment Type 1: Investigations folio (30%) Assessment Type 2: Skills and Applications Tasks (40%) External assessment (30%) Assessment Type 3: Examination (30%)
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Mr Owen Lamb

Subject Name | **Research Project A *or* Research Project B**

Stage 2 Research Project is a compulsory 10-credit subject and is required to be completed in order for students to achieve their SACE. Students must achieve a C- grade or better to complete this subject successfully and gain their SACE.

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

Prerequisites	Nil
Assessment Types	School assessment (70%) Assessment Type 1: Folio (30%) Assessment Type 2: Research Outcome (40%) Assessment Type 3: Review (30%)
Learning Pathway	
SACE Credits	10 credits per semester of study
Additional Cost	Nil
Contact Teacher	Ms Lisa Hassan, Ms Kristy Mackenzie

Subject Name | Sports Study (Integrated Learning)

This subject is aimed at students who are interested in physical activity and wish to develop their understanding of sports principles. It is run as a Stage 2 subject (year 12) however students are permitted to study this in year 11. If students studied this subject at year 11, they cannot repeat it in year 12.

Through the lens of the program focus, students develop their learning about a real-world situations, tasks, events, or other learning opportunity's, while also growing their knowledge about themselves as learners, and their capabilities.

In Sports Study, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them.

Students develop an awareness of the context within which they are learning and are encouraged to contribute to collaborative thinking and ways of working. Students share ideas and informed opinions and extend their social communication skills through contribution to groups, family, and/or community.

Students extend their self-awareness, personal identity and values through collaborative processes that build from peer- and self-assessment.

Prerequisites	Nil
Assessment Types	School Assessment (100%) Assessment Type 1: Practical Assessment Type 2: Folio Assessment Type 3: Group Task
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Nil
Contact Teacher	Mr David Konstantinoff

Subject Name | Outdoor Education

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation.

By participating in outdoor activities, students develop knowledge and skills, and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous Australians' perspectives about land), and physical, emotional, and spiritual health. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

The study of Outdoor Education also gives students opportunities to achieve good health and develop personal skills. Students reflect critically on environmental practices and are introduced to employment options in the outdoor and environmental fields.

Areas of Study:

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self-reliant Expedition

Subject Name | Outdoor Education (cont.)

Prerequisites	Nil
Assessment Types	School Assessment (70%) 4x Assessment Type 1: Folio (20%) 2x Assessment Type 2: Group Practical Camps (30%) 1x Assessment Type 3: Self-reliant Practical Camp (20%) External Assessment (30%) 1x Assessment Type 4: Investigation (30%)
Learning Pathway	
SACE Credits	20 credits for full year of study
Additional Cost	Camps will be at student's own cost
Contact Teacher	Ms Amanda Kellett

Subject Name | Certificate III in Work Health & Safety Unit (BSB30715)

CEG is the local provider of this nationally recognised Certificate III. There is a cost of \$1200 per student, a saving of about \$1300 on normal costs (cost of course to the public is \$2500) for this course/subject. Students and their families are invoiced directly by CEG for approximately \$800 which covers training costs, materials and equipment needed, the school covers the remaining amount of \$400.

Students work their way through the course with teacher support during school allocated lessons and also have the additional benefit of a course facilitator based in Adelaide who is able to assist students throughout the course and who grades their final assignments.

Foundation Skills Explored - Language, literacy, numeracy skills and employment skills **Learning**

- Identifies and evaluates information from formal and informal sources to update knowledge

Reading

- Interprets and identifies information from WHS legislation, workplace policy and procedure and records
- Analyses reports and other materials to determine required course of action

Writing

- Uses formats and language appropriate to audience and context in plans, reports and general advice
- Completes workplace records, forms and documentation using correct format, accurate spelling and grammar and industry specific terminology
- Produces and edits basic documents, according to organisational requirements, for a given audience and purpose

Oral Communication

- Provides information or advice using language appropriate to audience
- Uses active listening and questioning to clarify and confirm understanding

Navigate the world of work

- Keeps up to date on changes to legislation or regulations relevant to own role

Subject Name | Certificate III in Work Health & Safety Unit (BSB30715) (cont.)

- Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS role

Interact with others

- Cooperates with others as part of WHS activities and contributes to specific activities requiring joint responsibility and accountability

The course requires students to complete of five Core Competencies and five Electives.

Core Competencies

BSBWHS302 - Apply knowledge of WHS legislation in the workplace

BSBWHS303 - Participate in WHS hazard identification, risk assessment and risk control

BSBWHS304 - Participate effectively in WHS communication and consultation processes

BSBWHS305 - Contribute to WHS issue resolution

PUAWER001B - Identify, prevent and report potential workplace emergency situations

Electives

PUAWER004B - Respond to workplace emergencies

BSBWHS406 - Assist with responding to incidents

BSBFLM303 - Contribute to effective workplace relationships

BSBINM301 - Organise workplace information

BSBWRT301 - Write simple documents

Subject Name**Certificate III in Work Health & Safety Unit (BSB30715) (cont.)****Prerequisites**

It is expected that learners will have basic computer skills. This includes using products such as Microsoft Office programs (Word, and Excel). Learners will be required to use internet, discussion forums and text messaging on occasion.

SACE Credits

45 SACE credits for full year of study

Additional Cost

Students and their families are invoiced directly by CEG for approximately \$800 which covers training costs, materials and equipment needed

Contact Teacher

Mrs Nardene Montgomerie

Notes:

**ROXBY DOWNS
AREA SCHOOL**

