

Curriculum

Handbook

GOLDEN GROVE HIGH SCHOOL

2022 - Year 11



Respect - Equality - Pride - Integrity - Resilience

"Success for all"



Government of South Australia
Department for Education

2022 Golden Grove High School Year 11 Curriculum Handbook

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The Arts – Visual/Performing/Creative

Subject	Dance	Year Level	11
	Learning Area	The Arts	SACE Credits
Career Chart	Performing Arts	Length	1 Semester
Course Outline	<p>Additional out of school hours' rehearsal time and attendance at performances will be required. Extra costs may be incurred if attending workshops or performances. Appropriate dance attire is essential. Students doing 10 credits must take this option in Semester 1. Every Tuesday the class is extended to 4pm</p> <p>Dance prepares young people for participation in the 21st century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively. As students engage with dance practices and practitioners, they develop imaginative ways to make meaning of the world.</p>		
Topics Included	<ul style="list-style-type: none"> • Skills Development (selected area for personal growth) <p>Each task should enable students to communicate their ideas and use appropriate dance terminology. The skills development task should be designed to develop students' ability to make informed judgments about their development as a dancer or choreographer through research and reflection on their own creative work.</p> <ul style="list-style-type: none"> • Creative Explorations (Composition and performance) <p>Students explore and apply their dance understanding, skills, and techniques to develop, refine, and present their creative work. A dance performance may be as a soloist or as part of a duo, trio, small group, or larger group. The creative works may be in different genres. A performance of one or more pieces should total a maximum of 5 minutes for each student.</p> <ul style="list-style-type: none"> • Dance Contexts (Investigative response) <p>Students investigate dance practice and performance from specific cultures, historical periods, or traditions, including, for example, Aboriginal or Torres Strait Islander contexts, to analyse the function of dance in that context. An investigation may be in-depth in nature, focusing on one culture, historical period, or tradition, or it may be comparative, comparing two or more cultures, historical periods, or traditions.</p> <p>The weightings for each component can change according to the cohort of students.</p>		
Assessment	<p>Creative Explorations 60%</p> <p>Dance Contexts – 20%</p> <p>Skills development Folio – 20%</p>		
Additional Cost	Nil		
Subject Recommendation /Prerequisites	Students doing 10 credits must take this option in Semester 1.		

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Subject	Digital Multimedia	Year Level	11
	Learning Area	The Arts	SACE Credits
Career Chart	Digital Media	Length	1 Semester
Course Outline	Students should have preferably studied Media Arts at the year 10 level. A full year of Digital Multimedia [or proven skills in multimedia areas] is required to undertake Stage 1 and 2 studies in this subject.		
Topics Included	<p>SEMESTER 1</p> <ul style="list-style-type: none"> • create soundtrack to CGI animation • image manipulation graphics and text <p>SEMESTER 2</p> <ul style="list-style-type: none"> • desktop digital video production - using video editing techniques, production of short videos for specific audiences • introduction to 3D animation 		
Assessment	<ul style="list-style-type: none"> • Specialised Skills Task 30% • Design Process & Product 70% <p>Note: Assessment task percentages may change.</p>		
Additional Cost Recommendation /Prerequisites	Nil		

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Subject Learning Area	Drama	Year Level	11
	The Arts	SACE Credits	10/20 Credits
Career Chart	Performing Arts	Length	1 Semester
Course Outline	<p>Students will be required to take part in Production Week where they will miss scheduled lessons to prepare for the production. Students may be required to participate in out-of-hours rehearsals and performances and attend productions for the purpose of review and reflection.</p> <p>In Drama, students engage in learning as dramatic artists. The three areas of dramatic study are integrated to provide students with opportunities to learn dramatic conventions and elements, and the dramatic process of conceiving, experimenting, developing, making, presenting, analysing, and evaluating drama.</p>		
Topics Included	<ul style="list-style-type: none"> Company and Performance Understanding and Responding to Drama Drama and Technology 		
Assessment	<ul style="list-style-type: none"> Assessment Type 1: Performance For a performance, students are led by the teacher to work collaboratively through the framework of the Company and Performance area of study to conceive, explore, develop, produce, refine, and perform (or present) a dramatic work or product. Students select and presents evidence of their learning, including their understanding, creativity, analysis, evaluation, application and development. Assessment Type 2: Responding to Drama Students demonstrate their understanding, analysis, and evaluation of professionally created dramatic works and/or events – such as workshops or performances in an oral, multimodal, or written response. Assessment Type 3: Creative Synthesis. In a creative synthesis task, students apply the dramatic process to a published dramatic text or self-devised piece to create a concept or vision for a hypothetical (or actual) dramatic product. In the creation of their product, students also apply technology imaginatively and innovatively, and take creative risks. The weightings for each component can change according to the cohort of students. 		
Additional Cost	\$25.00		
Recommendation /Prerequisites	Students will be expected to be out of scheduled lessons during Production Week, for a maximum of 3 days		

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Subject	Music	Year Level	11
	Learning Area	The Arts	SACE Credits
Career Chart	Music	Length	1 Semester
Course Outline	Satisfactory completion of Year 10 Music is required (or demonstrated equivalent practical skills and theoretical knowledge). Students must have skills in playing an instrument to be able to pass Stage 1 Music.		
Topics Included	<p>There are three strands to the course:</p> <p>Solo Performance and Ensemble Performance</p> <ul style="list-style-type: none"> • instrumental lessons • participation in class and school ensembles • involvement in performances – solo and ensemble <p>Musicianship</p> <ul style="list-style-type: none"> • modern harmony, including chord building, chord progressions and chord extension • develop oral skills through interval recognition and rhythm reading <p>Arranging/Composition</p> <ul style="list-style-type: none"> • writing musical arrangements for selected instruments in a variety of styles 		
Assessment	Creative Works 50% Musical Literacy 50%		
Additional Cost	Hire of instrument \$120 per semester		
Recommendation /Prerequisites	Satisfactory completion of Year 10 Music is required (or demonstrate equivalent practical skills and theoretical knowledge).		

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Subject	Music Technology	Year Level	11				
	Learning Area	SACE Credits	10/20 Credits				
Career Chart	Music	Length	1 Semester				
Course Outline	Students are advised to undertake a full year of Stage 1 Music Technology in order to undertake Stage 2 studies in this subject.						
Topics Included	<p>The focus of the course is on Sound Engineering.</p> <p>SEMESTER 1</p> <p>How to market your music: create a band promotional package. Design website for an artist/group, poster, CD packaging, look at copyright, marketing.</p> <p>Live sound reinforcement: introduction to acoustics, how to set up and operate a vocal and band P/A system, how to use and place various microphones depending on instrumentation.</p> <p>SEMESTER 2</p> <p>Multi-track recording: Students record music groups and mix down to a CD.</p> <ul style="list-style-type: none"> • studio acoustics, multi-track recording process • mic type, choice, placement • using EQ, FX, signal processors • analog and digital systems 						
Assessment	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Special Skills Task</td> <td style="text-align: right; width: 30%;">30%</td> </tr> <tr> <td>Design Process and Product</td> <td style="text-align: right;">70%</td> </tr> </table> <p>Note: Assessment task percentages may change.</p>			Special Skills Task	30%	Design Process and Product	70%
Special Skills Task	30%						
Design Process and Product	70%						
Additional Cost Recommendation /Prerequisites	A full year of Music Technology is required to undertake this course in Stage 2. The focus on the Stage 1 course is on sound engineering.						

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Subject	Visual Arts - Art	Year Level	11
	Learning Area	The Arts	SACE Credits
Career Chart	Art	Length	1 Semester
Course Outline	It is assumed that students who select this course have successfully studied Art in the Middle School and have a strong interest in the subject. Students wishing to study Art in Stage 2 should complete at least one semester at Stage 1.		
Topics Included	Folio, Practical Resolution, Visual Study		
Assessment	<p>This course offers students an opportunity to further their learning in three ways:</p> <ul style="list-style-type: none"> • Folio: 30% Students will conduct research, idea development and media exploration to create original artworks. • Practical Resolution: 30% Presentation of the final concepts. • Visual Study: 40% Written and practical exploration of the work of other artists from Australian and international contexts. This can cover contemporary or historical content. <p>NB: Students selecting to do two semesters of Art should work within the same structure but cover different topics.</p>		
Additional Cost	\$20.00 per semester		
Recommendation /Prerequisites	It is assumed that students who select this course have successfully studied Art in the Middle School and have a strong interest in the subject. Students wishing to study Art in Stage 2 should complete at least one semester at Stage 1.		

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Subject Learning Area	Visual Art - Design	Year Level	11
	The Arts	SACE Credits	10/20 Credits
Career Chart	Art	Length	1 Semester
Course Outline	It is assumed that students who select this course have successfully studied Art in the Middle School and have a strong interest in the subject. Students wishing to study Art in Stage 2 should complete at least one semester at Stage 1.		
Topics Included	Folio, Practical Resolution, Visual Study		
Assessment	<p>This course offers students an opportunity to further their learning in three ways:</p> <ul style="list-style-type: none"> • Folio: 40% Students will learn to negotiate a design brief, research and gather ideas to generate original and practical solutions to design problems. They will also experiment with different media techniques and use available software in refining their ideas. Students will have the opportunity to choose from graphic, product, fashion and environmental design. • Practical Resolution: 30% Presentation of final concepts • Visual Study: 30% Written and practical exploration of designers and design concepts <p>NB: Students selecting to do two semesters of Design should work in the same structure but will cover different topics.</p>		
Additional Cost	\$20.00 per semester		
Recommendation /Prerequisites	Students wishing to study Design in Stage 2 should complete at least one semester at Stage 1.		

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Cross-Disciplinary Studies

Subject Learning Area	Academic Extension – Sem 1	Year Level	11
	Cross-Disciplinary Studies	SACE Credits	10 Credits
Career Chart	Any Career from Art to Textiles and Design	Length	1 Semester
Course Outline	<p>This is a cross-disciplinary extension course, which may be completed initially as a SACE Stage 1 Integrated Learning Unit, receiving 10 SACE Credits. Students compete in teams in the World Scholars’ Cup and the Ethics Olympiad. Then students pursue their own chosen Personal Venture/s.</p> <p>Upon successful completion of <i>this</i> SACE Stage 1 Unit, Year 10-12 students may choose to complete <i>this</i> course at SACE Stage 2.</p>		
Topics Included	<p>World Scholars’ Cup Students develop their Critical and Creative Thinking skills by preparing for the World Scholars’ Cup. Teams of three compete for individual and team medals in this two-day interschool team competition, which is based on six subjects: Art and Music, History, Literature and Media, Science and Technology, Social Studies and a different Special Area each year. Students participate in four events:</p> <ol style="list-style-type: none"> 1. Team Quiz (analytical/multi-media challenges) 2. Collaborative Writing (on one of the six subjects) 3. Multiple-choice Test (awarding each subject) 4. Secret Topic Debates (behind closed doors). <p>Ethics Olympiad (Semester One) Students develop both their Ethical Understanding and their Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning skills by applying the ethical theories they have learnt to current real-world ethical dilemmas, in an attempt to answer the question: “<i>What is the right thing to do in this situation, and why?</i>” Students may be selected to represent GGHS in the annual interschool Middle School Ethics Olympiad and the annual Philosothon.</p> <p>Personal Venture Students choose their own Personal Venture, eg.</p> <ul style="list-style-type: none"> • Critical and Creative Thinking: Debating SA • Ethical Understanding: Philosothon • ICT Capability: Bebras/CAT/OUCC Competitions • Intercultural Understanding: Evatt Diplomacy • Literacy: Poetry/Play/Story-Writing Competitions • Numeracy: MASA Maths Competition • Personal and Social Capability: Public Speaking Competitions, YMCA Parliament. 		
Assessment	<p>SACE STAGE 1 ASSESSMENT Students demonstrate the development of their Capabilities through these three assessment types:</p> <ul style="list-style-type: none"> • Practical Exploration (World Scholars’ Cup) 35% • Connections (Ethics Olympiad Teams): 35% • Personal Venture (Choose your own.) 30% <p>SACE STAGE 2 ASSESSMENT</p>		

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Additional Cost Recommendation /Prerequisites

Students demonstrate the development of their Capabilities through these four assessment types:

- Practical Exploration (World Scholars' Cup) 25%
- Connections (Ethics Olympiad Teams) 25%
- Personal Venture 1 (Choose your own.) 25%
 - Personal Venture 2 (Choose your own.) 25%

TBA

An application form must be completed, as places for this course are limited.

NOTE: Academic Extension: Semester One *may be completed more than once, since the challenges set, and the topics addressed, change every year.*

Application Form

[Click here or Application Forms](#)

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Subject Learning Area	Academic Extension – Sem 2	Year Level	11
	Cross-Disciplinary Studies	SACE Credits	10 Credits
Career Chart	Any Career from Art to Textiles and Design	Length	1 Semester
Course Outline	<p>This is a cross-disciplinary extension course, which may be completed initially as a SACE Stage 1 Integrated Learning Unit, receiving 10 SACE Credits. Students compete in teams in the World Scholars’ Cup and the Ethics Olympiad. Then students pursue their own chosen Personal Venture/s.</p> <p>Upon successful completion of <i>this</i> SACE Stage 1 Unit, Year 10-12 students may choose to complete <i>this</i> course at SACE Stage 2.</p>		
Topics Included	<p>Tournament of Minds (TOM) Students develop their Creative Thinking Skills in the Tournament of Minds: a six-week challenge for teams of seven Year 8-10 students. There is a Long-term Challenge in either the Arts, Language/Literature, Social Sciences or STEM (Science, Technology, Engineering, Maths) and a Spontaneous Challenge. For the Long-term Challenge, each team must create: their own play addressing the challenge criteria, their script, and all sets, props and costumes (on a limited budget). Then they present their play at Flinders University one Sunday in September. The unseen Spontaneous Challenge on Tournament Day requires the rapid interchange of ideas, the ability to think creatively and great group work skills.</p> <p>Ethics Olympiad (Semester Two) Students develop both their Ethical Understanding and their Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning skills by applying the ethical theories they have learnt to current real-world ethical dilemmas, in an attempt to answer the question: “What is the right thing to do in this situation, and why?” Students may be selected to represent GGHS in the annual interschool Senior School Ethics Olympiad and the annual Philosothon.</p> <p>Personal Venture Students choose their own Personal Venture/s, e.g.</p> <ul style="list-style-type: none"> • Critical and Creative Thinking: Debating, ICAS Science, Poetry Magazine Cover Art Competition • Ethical Understanding: Philosothon • ICT Capability: Bebras and ICAS Competitions • Intercultural Understanding: UN Youth’s ‘Voice’ Public Speaking Competition and Forums • Literacy: ICAS English, Spring Poetry and Eden Prize Essay Competition • Numeracy: ICAS Maths Competition <ul style="list-style-type: none"> • Personal and Social Capability: First Aid Training, Leadership Conference, Legacy’s Plain English Speaking Award, YMCA Parliament 		
Assessment	<p>SACE STAGE 1 ASSESSMENT Students demonstrate the development of their Capabilities through these three assessment types:</p> <ul style="list-style-type: none"> • Practical Exploration (Tournament of Minds) 35% • Connections (Ethics Olympiad Teams) 35% • Personal Venture (Choose your own.) 30% 		

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Additional Cost Recommendation /Prerequisites

SACE STAGE 2 ASSESSMENT

Students demonstrate the development of their Capabilities through these four assessment types:

- Practical Exploration (Tournament of Minds) 25%
- Connections (Ethics Olympiad Teams) 25%
- Personal Venture 1 (Choose your own.) 25%
 - Personal Venture 2 (Choose your own.) 25%

TBA

An application form must be completed, as places for this course are limited.

NOTE: Academic Extension: Semester Two *may be completed more than once, since the challenges set, and the topics addressed, change every year.*

Application Form

[Click here or Application Forms](#)

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Subject	Entrepreneurship (Social, Financial, Leadership or STEM Focus)	Year Level	11/12
Learning Area	Cross-Disciplinary Studies	SACE Credits	10/20 Credits
Career Chart	All Areas	Length	1 Semesters
Course Outline	<p>Using a real world, self-directed learning model, students will undertake an individualised inquiry to determine a product, solution, idea or issue that aligns with their area of interest.</p> <p>Focus Areas for students include:</p> <ul style="list-style-type: none"> • Social Entrepreneurship • Financial Entrepreneurship • Leadership • STEM Focus <p>Students will undertake the design process where they will work independently and collaboratively, undertake peer and self-review and explore and examine different contexts and applications of entrepreneurial skills sets and dispositions.</p> <p>Depending on the focus of their venture (Social, Financial, Leadership or STEM Focus), students will engage with critical and creative thinking, problem solving and personal development.</p> <p>This subject is well suited for students who are interested in leadership, setting up a business, are looking at designing a product, interested in the STEM design thinking process or shaping an idea and want to build their organisational, presentation and collaborative skills.</p> <p>NOTE: this subject may be undertaken 'offline' by negotiation with the teacher.</p>		
Topics Included	<p>The Entrepreneurial endeavour will be self-directed and chosen by the student</p> <ul style="list-style-type: none"> • The Design Process • The pitch/prototype • Capabilities in Action 		
Assessment	<ul style="list-style-type: none"> • Knowledge and Application • Reflection and Critical Thinking <p>Students will be assessed against predetermined Essential Requirements and Indicators.</p> <p>Students need to submit an application form and attend an interview with their teacher to have their self-directed community learning recognised as part of their SACE Stage 1 as either 10 or 20 credits.</p> <ul style="list-style-type: none"> • Recognition application — Self-directed Community Learning Form 		
Additional Cost Recommendation /Prerequisites			

English

Subject	English	Year Level	11
	Learning Area	English	SACE Credits
Career Chart	English	Length	2 Semesters
Course Outline	<p>The Stage 1 English course asks students to critically and creatively respond to a variety of texts, including novels, film, media, poetry and drama. These texts allow students to interpret a range of human experiences, forms of communication and perspectives of the world. Students will also activate their own voices and reflect on their values when creating their own texts. The intertextual studies are an important component of the course, where students will explore relationships between texts and produce their own transformation of texts.</p> <p>This subject leads to both English and English Literary Studies at Stage 2. However, there will be an emphasis in this course on developing the skills that will be required to study English at Stage 2 level.</p>		
Topics Included	<ul style="list-style-type: none"> • Text Analysis - Analysis of novels, Drama Scripts, Film, Poetry • Text Production - Exposition writing, Narrative, Recount • 2 Intertextual Studies - One Intertextual Study is a transformative text based on a text studied throughout the year. The second Intertextual Study is an independent connected text study. • Each Stage 1 English teacher chooses texts based on the co-hort of students. 		
Assessment	<ul style="list-style-type: none"> • Text Analysis – 30% • Text Production – 30% • 2 Intertextual Studies @ 20% 		
Additional Cost	Nil		
Recommendation /Prerequisites	<p>Stage 1 English allows students to achieve the literacy requirement in SACE. Students who achieve a C- grade or better in 20 credits of this subject meet the compulsory literacy requirement.</p> <p>This subject leads to both English and English Literary Studies at Stage 2. However, there will be an emphasis in this course on developing the skills that will be required to study English at Stage 2 level.</p> <p>PLEASE NOTE: All students must complete 20 credits of English subjects at a 'C' level or better to obtain their SACE.</p>		

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Subject Learning Area	English Literary Studies	Year Level	11
	English	SACE Credits	20 Credits
Career Chart	English	Length	2 Semesters
Course Outline	<p>The Stage 1 English Literary Studies course asks students to critically and creatively respond to a variety of sophisticated texts, including novels, film, media, poetry and drama. These texts will allow students to delve into a range of human experiences and perspectives of the world. Students will develop the skills and confidence to form their own interpretations of literature, and to pen their own creations. The intertextual studies are an important component of the course, where students will explore relationships between texts and produce their own transformation of texts.</p> <p>This subject leads to both English and English Literary Studies at Stage 2. However, there will be an emphasis in this course on developing the skills that will be required to study English Literary Studies.</p>		
Topics Included	<ul style="list-style-type: none"> Text Analysis - Analysis of novels, Drama Scripts, Film, Poetry Text Production - Exposition writing, Narrative, Recount 2 Intertextual Studies - One Intertextual Study is a transformative text based on a text studied throughout the year. The second Intertextual Study is an independent connected text study. Each Stage 1 English teacher chooses texts based on the co-hort of students. 		
Assessment	<p>Semester 2 - 90 minute Critical Reading Exam</p> <ul style="list-style-type: none"> Text Analysis – 30% Text Production – 30% 2 Intertextual Studies @ 20% 		
Additional Cost Recommendation /Prerequisites	<p>Stage 1 English Literary Studies allows students to achieve the literacy requirement in SACE.</p> <p>Students who achieve a C- grade or better, in 20 credits of this subject, meet the compulsory literacy requirement.</p> <p>A significant point of difference with the English Literary Studies course is that it places a greater emphasis on critical analysis and studies of literature than the mainstream English course does.</p> <p>PLEASE NOTE: All students must complete 20 credits of English subjects at a ‘C’ level or better to obtain their SACE.</p>		

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Subject Learning Area	Essential English	Year Level	11
	English	SACE Credits	20 Credits
Career Chart	English	Length	2 Semesters
Course Outline	<p>This subject is designed for:</p> <ul style="list-style-type: none"> students who are seeking to meet the SACE literacy requirement students who are planning to pursue a career in a range of trades or vocational pathways <p>There is an emphasis on communication, comprehension, analysis, and text creation.</p>		
Topics Included	<ul style="list-style-type: none"> Text Analysis - Novels, Short Stories, Drama Script, Film Text Production - Exposition, Narrative, Recount, Functional writing 		
Assessment	<ul style="list-style-type: none"> Text Analysis 50% Text Production 50% 		
Additional Cost Recommendation /Prerequisites	<p>Stage 1 Essential English allows students to achieve the literacy requirements in SACE. Students who achieve a C- grade or better, in 20 credits of this subject meet the compulsory literacy requirement.</p> <p>This course is <u>not</u> designed to connect to any Stage 2 Essential English courses here at Golden Grove High School. However, some students <u>may</u> be granted access to Stage 2 English if their skills are deemed suitable by their Stage 1 teacher. Only upon teacher recommendation will students be able to continue their English pathway.</p> <p>PLEASE NOTE: All students must complete 20 credits of English subjects at a 'C' level or better to obtain their SACE.</p>		

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Health and Physical Education

Subject	Health	Year Level	11
	Learning Area	HPE	SACE Credits
Career Chart	Health	Length	1 Semester
Course Outline	Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They develop social skills to consider how changing social structures, community values, environmental issues and new technologies affect the health and wellbeing of individuals and the community.		
Topics Included	Topics: <ul style="list-style-type: none"> • Ways of Defining Health • Health Literacy • Health and Participation in an Active Lifestyle • The Effects of Alcohol, Tobacco, and Other Drugs on Health • Health and the Environment • Contemporary Health Priorities in Australia • Health and Relationships • Mental & Emotional Health • Growing Up Healthy • Careers and Vocational Studies in Health 		
Assessment	<ul style="list-style-type: none"> • Issues Response 30% • Group Activity- Health Promotion 30% • Investigation- Health Profession 40% 		
Additional Cost Recommendation /Prerequisites	Good record of participation in Year 10 HPE		

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Subject Learning Area	Outdoor Education A & B	Year Level	11
	HPE	SACE Credits	10/20 Credits
Career Chart	Outdoor Education Physical Education	Length	1 Semester
Course Outline	Students may choose to study 1 or 2 semesters and should have an interest in outdoor recreation activities and experiencing the natural environment. Previous camping experience is beneficial but not required; there are no luxury cabins here, it will be INTENSE (in tents). The course aims to develop organisation, planning and resiliency.		
Topics Included	<p>Semester 1:</p> <ul style="list-style-type: none"> • Environmental Management Strategies • Sustainability • Surfing • Bushwalking <p>Semester 2:</p> <ul style="list-style-type: none"> • Environmental Management Strategies • Sustainability • Rock Climbing • Canoeing 		
Assessment	<p>OUTDOOR EDUCATION A (SEMESTER 1)</p> <p>AT1: About Natural Environments</p> <ul style="list-style-type: none"> • Costal Care Environmental Investigation 20% • Cobbler Creek Environmental Investigation 20% <p>AT2: Experiences in Natural Environments</p> <ul style="list-style-type: none"> • Surfing Evaluation and Reflection 20% • Bushwalking Evaluation and Reflection 40% <p>OUTDOOR EDUCATION B (SEMESTER 2)</p> <p>AT1: About Natural Environments</p> <ul style="list-style-type: none"> • Cliff Care Environmental Investigation 20% • Murray Darling Basin Environmental Investigation 20% <p>AT2: Experiences in Natural Environments</p> <ul style="list-style-type: none"> • Rock Climbing Evaluation and Reflection 20% • Canoeing Evaluation Reflection 40% 		
Additional Cost Recommendation /Prerequisites	<p>\$200.00 per semester</p> <p>Students will need to be able to manage workloads of other subjects, part time work and sporting commitments as they can expect to be away from school/home between 5-6 days in order to attend compulsory excursions and overnight camps. Students will also need to demonstrate that they are responsible and capable enough to safely attend external activities during lead up classroom work.</p>		

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Subject Learning Area	Physical Education A & B	Year Level	11
	HPE	SACE Credits	10/20 Credits
Career Chart	Physical Education Outdoor Education	Length	1 Semester
Course Outline	Students study concepts relating to exercise physiology, skill acquisition and biomechanics and apply them to their own and others' participation in practical based lessons. Students also use a range of methods to collect and analyse data (including heart rate monitors, GPS units, taking of game statistics etc.) relating to their participation in sport or physical activity and utilise their knowledge of theoretical concepts to draw conclusions about specific activities and evaluate their own strengths and weaknesses.		
Topics Included	<p>PHYSICAL EDUCATION A TOPICS (Semester One)</p> <ul style="list-style-type: none"> • AT1 - Performance Improvement- Physiological Demands of a Team Sport • AT2 - Physical Activity Investigation- Modified Games Analysis <p>PHYSICAL EDUCATION B TOPICS (Semester Two)</p> <ul style="list-style-type: none"> • AT1- Performance Improvement- Biomechanical Analysis of a Motor Skill • AT2- Physical Activity Investigation- Factors Affecting Inclusivity 		
Assessment	AT1- Performance Improvement- 50% AT2- Physical Activity Investigation- 50%		
Additional Cost Recommendation /Prerequisites	Nil Students can choose to study either 1 or 2 semesters of Physical Education at Stage 1. Students are required to have successfully completed Year 9 and 10 PE to at least a B Grade standard with a positive approach to physical activity and the related theoretical concepts.		

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Subject	Physical Education – Special Focus Touch	Year Level	10/11
Learning Area	HPE	SACE Credits	10 Credits
Career Chart	Physical Education Outdoor Education	Length	1 Semester
Course Outline	Students study concepts relating to exercise physiology and apply them to their own and others’ participation in Touch Football practical based lessons. Students also use a range of methods to collect and analyse data (including heart rate monitors, GPS units, taking of game statistics etc.) relating to their participation in sport or physical activity and utilise their knowledge of theoretical concepts to draw conclusions about specific activities and evaluate their own strengths and weaknesses.		
Topics Included	Topics: <ul style="list-style-type: none"> Application of energy sources affecting physical performance Application of the effects of training on physical performance The effect of training on the body Physiological barriers and enablers to physical activity 		
Assessment	<ul style="list-style-type: none"> Type 1: Performance Improvement Task Type 2: Physical Activity Investigation 		50% 50%
Additional Cost Recommendation /Prerequisites	Nil Students are required to have successfully participated in previous Touch Football Focus classes and have displayed a positive approach to the practical program and the related theoretical concepts.		

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Subject	Integrated Learning – Sport Focus A & B	Year Level	11
Learning Area	HPE	SACE Credits	10 Credits
Career Chart	Physical Education Outdoor Education	Length	1 Semester
Course Outline	<p>Students can choose to study either 1 semester (Sport Studies A or B) or 2 semesters (Sports Studies A & B) of Sports Studies at Stage 1. Sports Studies A & B are different courses comprised of the same assessment types which enables students to develop the necessary skills and knowledge in different contexts. This provides students a solid base and prepares them effectively to undertake Sports Studies at Stage 2. Through the lens of the program focus of sport, 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 Integrated Learning, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them.</p> <p>Students extend their self-awareness, personal identity, and values through collaborative processes that build from peer and self-assessment. Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. In this way, the capabilities are central to Integrated Learning and are reflected in the assessment requirements and performance standards. Students will complete three tasks across three separate activity areas outlined below:</p>		
Topics Included	<p>Topics:</p> <ul style="list-style-type: none"> • AT1 - PRACTICAL EXPLORATION: Students will participate in one practical (sporting) activity and evaluate and critically analyse skills and their own learning. • AT2 - CONNECTIONS: Students will be required to work collaboratively with their peers to plan, organise, implement and evaluate a sporting event which they run within school or the local community. • AT3 - PERSONAL VENTURE: Each student will be required to compile an individual negotiated task that is linked to the area of sport and physical activity. 		
Assessment	<p>School Based Assessment:</p> <p>AT1- Practical Exploration- 40%</p> <p>AT2- Connections- 30%</p> <p>AT3- Personal Venture- 30%</p>		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>This course is only recommended for students who have a keen interest in sport and physical activity.</p>		

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Humanities and Social Sciences

Subject Learning Area	Accounting	Year Level	11
	HASS	SACE Credits	10 Credits
Career Chart	Economics Business Studies	Length	1 Semester
Course Outline	<p>Students develop their understanding of accounting, including selected concepts and conventions that underpin and inform the practice of accounting. They apply this understanding to create and interpret accounting information. Students explore and analyse the ways in which qualitative and quantitative information can be used in the decision-making process and they explore the different reporting needs of a range of stakeholders.</p> <p>Students explore the changing forms of accounting information and examine the use of digital and emerging technologies. They develop critical thinking and problem-solving skills to devise accounting solutions in a range of familiar and unfamiliar contexts. Students apply communication skills to collect and analyse financial and non-financial information for a range of stakeholders.</p>		
Topics Included	<p>Students will study two of the focus areas:</p> <ul style="list-style-type: none"> • Understanding accounting • Understanding financial sustainability • Perspectives in accounting 		
Assessment	<ul style="list-style-type: none"> • Accounting Skills • Accounting Inquiry 		
Additional Cost	Nil		
Recommendation /Prerequisites	None		

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Subject	Legal Studies	Year Level	11
	Learning Area	HASS	SACE Credits
Career Chart	Social Studies	Length	1 Semester
Course Outline	<p>This course aims to assist students to:</p> <ul style="list-style-type: none"> • understand the Australian Legal System and how it reflects Australia’s legal beginnings; • investigate the criminal justice system and make judgements on its effectiveness; an • become critically aware and informed regarding legal issues. <p>This includes trial and court room procedures. Students have the opportunity to participate in a mock parliamentary debate at Parliament House, and be exposed to a variety of legal cases to use as case studies. They will also have a chance to attend excursions to the SA Courts, Parliament House and the Old Adelaide Gaol, dependent on student interest and choices.</p>		
Topics Included	<p>Throughout the course, students will study a variety of topics such as:</p> <ul style="list-style-type: none"> • Australia’s Legal System • Understanding the Rule of Law; Legal Processes in Action • Criminal Law • Young People and the Law • The Motorist and the Law • Relationships and the Law • Civil Law 		
Assessment	<ul style="list-style-type: none"> • Analytical Response • Inquiry 		
Additional Cost	Nil		
Recommendation /Prerequisites	The semester 1 and 2 courses are different for students who wish to choose 20 credits.		

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Subject	Modern History	Year Level	11
	Learning Area	HASS	SACE Credits
Career Chart	History	Length	1 or 2 Semesters
Course Outline	Students explore changes in the world since 1750, examining developments and movements, the ideas that inspired them, and their short and long-term consequences on societies, systems and individuals.		
Topics Included	<p>Students will study two of the following topics each semester, dependent on student interest and choice:</p> <ul style="list-style-type: none"> • Imperialism • Decolonisation • Indigenous Peoples • Social Movements • Revolution • or an elective topic 		
Assessment	<ul style="list-style-type: none"> • Historical Skills • Historical Study 		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>The semester 1 and 2 courses are different for students who wish to choose 20 credits.</p>		

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Subject Learning Area	Society & Culture	Year Level	11
	HASS	SACE Credits	10 Credits
Career Chart	Social Sciences	Length	1 Semester
Course Outline	<p>Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society. Students study topics in both an Australian and global context.</p> <p>This course will require students to formulate opinions on what can be considered controversial topics, such as refugees, women’s rights or veganism, dependent on student interest and choice.</p>		
Topics Included	<ul style="list-style-type: none"> • Topics will depend on the experiences and backgrounds that students bring to their studies. 		
Assessment	<ul style="list-style-type: none"> • Sources Analysis • Group Activity • Investigation 		
Additional Cost Recommendation /Prerequisites	Nil		
	Nil		

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Subject	Tourism	Year Level	11
	HASS	SACE Credits	10 Credits
Learning Area	Social Studies	Length	1 Semester
Career Chart			
Course Outline	<p>This subject aims to develop an awareness of the nature of the tourism industry and its related contemporary trends and issues, including the industry’s response to COVID-19.</p> <p>This course is designed for students who are interested in experiencing and studying what South Australia and the world has to offer to those who wish to explore and immerse themselves within it.</p> <p>As part of this course, students will be given the opportunity to visit and explore a local tourist destination based on a class consensus of interest.</p>		
Topics Included	<p>Possible topics include:</p> <ul style="list-style-type: none"> • Investigating the History of Tourism • Exploring Tourism in the Local Area • Examining Local Impacts of Tourism • Preparing for International Travel (in a post-COVID world) • Understanding the Role of Government and Organisations • Examining Tourism and Technological Change • Appreciating Tourism in Australia • Investigating Tourism Markets • Understanding Tourism and Natural Environments • Tourism Industry Skills 		
Assessment	<ul style="list-style-type: none"> • Case Study • Sources Analysis • Practical Activity • Investigation 		
Additional Cost Recommendation /Prerequisites	<p>\$15 for compulsory field trip</p> <p>This course will require participation in an excursion. Destinations could include Glenelg, Hahndorf, Clare Valley, Central Markets or Adelaide Oval, dependent on student interest and choice.</p>		

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Languages / EALD

Subject	Japanese Continuers	Year Level	11
	Learning Area	Languages / EALD	SACE Credits
Career Chart	Languages	Length	2 Semesters
Course Outline	Stage 1 Japanese continuers is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.		
Topics Included	<p>The prescribed themes are consistent across all languages at continuers' level but may vary from one language to another.</p> <p>There are three prescribed themes:</p> <ul style="list-style-type: none"> • The Individual • The Japanese Speaking Communities • The Changing World <p>Topics may include:</p> <ul style="list-style-type: none"> • Personal identity • Future plans • Leisure • Education • Life in Japan • Working life <p>Students studying Japanese have the opportunity to participate in a biannual immersion trip to Japan including attending a Japanese school. This is an exciting opportunity for students to deepen their understanding of Japanese culture and society as they improve their fluency and confidence in speaking, reading and writing Japanese.</p>		
Assessment	<p><i>School-Based assessment 60%</i></p> <ul style="list-style-type: none"> • Interaction • Text production • Text analysis <p><i>External assessment 40%</i></p> <ul style="list-style-type: none"> • Investigation 		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>This course assumes successful completion of Year 10 Japanese. This subject must be studied as a full year course.</p>		

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Subject Learning Area	Spanish Continuers	Year Level	11
	Languages / EALD	SACE Credits	20 Credits
Career Chart	Languages	Length	2 Semesters
Course Outline	Stage 1 Spanish continuers is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.		
Topics Included	<p>The prescribed themes are consistent across all languages at continuers' level but may vary from one language to another.</p> <p>There are three prescribed themes:</p> <ul style="list-style-type: none"> • The Individual • The Spanish Speaking Communities • The Changing World. <p>Topics may include:</p> <ul style="list-style-type: none"> • Personal identity • World of work • Giving opinions • Contemporary social issues • Culturally significant people, places and events 		
Assessment	<p><i>School-Based assessment 60%</i></p> <ul style="list-style-type: none"> • Interaction • Text production • Text analysis <p><i>External assessment 40%</i></p> <ul style="list-style-type: none"> • Investigation 		
Additional Cost Recommendation /Prerequisites	This course assumes the successful completion of Year 10 Spanish. This subject must be studied as a full year course.		

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Subject	English as an Additional Language or Dialect	Year Level	11
Learning Area	Languages / EALD	SACE Credits	20 Credits
Career Chart	Languages	Length	2 Semesters
Course Outline	<p>In English as an Additional Language or Dialect literacy skills are developed in conjunction with language learning through comprehending, creating written, spoken, visual, and multimodal texts; using and modifying language for different purposes in a range of social and cultural contexts. Students apply, extend, and refine their repertoire of literacy skills and practices by studying the use and impact of English in texts and contexts. This subject develops an awareness of the sociocultural and sociolinguistic aspects of language, including the language of business and enterprise, international affairs, and global communications.</p>		
Topics Included	<p>Topics may include:</p> <ul style="list-style-type: none"> • Personal identity • World of work • Giving opinions • Contemporary social issues • Culturally significant people, places and events 		
Assessment	<p><i>School-Based assessment 75%</i></p> <ul style="list-style-type: none"> • Responding to texts • Interactive study <p><i>External assessment 25%</i></p> <ul style="list-style-type: none"> • Language study 		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>English as an Additional Language or Dialect is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.</p>		

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Mathematics

Subject	Vocational Mathematics	Year Level	11
	Mathematics	SACE Credits	10 Credits
Learning Area		Length	1 Semester
Career Chart	Mathematics		
Course Outline	<p>This course does not lead to any further study in Mathematics. It allows successful students to achieve the compulsory numeracy requirement of the SACE. It allows successful students to achieve the compulsory numeracy requirement of the SACE. Students will extend their skills in ways that apply to problem solving in workplace and vocational contexts through the topics covered.</p>		
Topics Included	<ul style="list-style-type: none"> • Calculations, Time and Ratio • Measurement • Earning and Spending 		
Assessment	<ul style="list-style-type: none"> • Skills and Applications Tasks • Mathematical Investigations 		
Additional Cost	Students require a scientific calculator. (The Casio fx 82 AU PLUS is recommended \$22.00 GST incl.)		
Recommendation /Prerequisites	This course is recommended for students seeking entry into trades/vocations. Industry aptitude tests will be used to build skills and capabilities for workplace readiness or apprenticeships.		

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Subject Learning Area	Numeracy	Year Level	11
	Mathematics	SACE Credits	10/20 Credits
Career Chart	Mathematics	Length	1/2 Semester(s)
Course Outline	<p>This course does not lead to any further study in Mathematics. It allows successful students to achieve the compulsory numeracy requirement of the SACE. Students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace settings through the topics covered. Students apply their Mathematics to diverse settings, including everyday calculations, financial management, statistics, geometry and measurement in social contexts.</p>		
Topics Included	<p>Semester 1 Topics:</p> <ul style="list-style-type: none"> • Calculations, Time and Ratio • Measurement • Earning and Spending <p>Semester 2 Topics:</p> <ul style="list-style-type: none"> • Geometry • Data in Context • Investing 		
Assessment	<ul style="list-style-type: none"> • Skills and Applications Tasks • Mathematical Investigations 		
Additional Cost	Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl).		
Recommendation /Prerequisites	<p>Students can choose to study either 1 or 2 semesters of Numeracy at Stage 1. Students selecting a single semester must select Numeracy in Semester 1.</p> <p>PLEASE NOTE: All students must complete 10 credits of Mathematics subjects at a 'C' level or better to obtain their SACE.</p>		

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Subject Learning Area	General Mathematics	Year Level	11
	Mathematics	SACE Credits	20 Credits
Career Chart	Mathematics	Length	Full Year
Course Outline	General Mathematics extends students' mathematical skills in ways that apply to practical solving and mathematical modeling in a diverse range of applications of Mathematics. These include personal financial management, measurement and trigonometry, the statistical investigation process, modeling using linear and non-linear functions, and discrete modeling using networks and matrices.		
Topics Included	Topics include: <ul style="list-style-type: none"> Investing and Borrowing Measurement Statistical Investigation Matrices and Networks Applications of Trigonometry Linear and Exponential Functions and their Graphs 		
Assessment	ASSESSMENT (per semester) <ul style="list-style-type: none"> Skills and Applications Tasks Mathematical Investigations 		
Additional Cost	Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl)		
Recommendation /Prerequisites	Any Stage 1 Mathematics subject allows students to achieve the compulsory numeracy requirement of the SACE. Students intending to study General Mathematics or Essential Mathematics at Stage 2 must study this subject at Stage 1. PLEASE NOTE: All students must complete 10 credits of Mathematics subjects at a 'C' level or better to obtain their SACE.		

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Subject	Mathematical Methods A, B & C	Year Level	11
Learning Area	Mathematics	SACE Credits	30 Credits
Career Chart	Mathematics	Length	3 Semesters
Course Outline	Mathematical Methods 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 and there is a progression of content, applications and level of sophistication and abstraction.		
Topics Included	<p>Topics include:</p> <ul style="list-style-type: none"> • Functions and Graphs • Trigonometry • Counting and Probability • Statistics • Growth and Decay • Introduction to Differential Calculus • Polynomials 		
Assessment	<ul style="list-style-type: none"> • Skills and Applications Tasks • Mathematical Investigations 		
Additional Cost	Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl).		
Recommendation /Prerequisites	Any Stage 1 Mathematics subject allows students to achieve the compulsory numeracy requirement of the SACE. Students intending to study Mathematical Methods at Stage 2 must study this subject at Stage 1.		

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Subject	Specialist Mathematics	Year Level	11
	Mathematics	SACE Credits	10 Credits
Learning Area		Length	1 Semester
Career Chart	Mathematics		
Course Outline	<p>Specialist Mathematics broadens students' mathematical experience and increases their mathematical flexibility and versatility by developing mathematical arguments, proof and problem solving in a variety of contexts.</p> <p>Topics studied provide a blending of algebraic and geometric thinking with a progression of content, applications, level of sophistication and abstraction.</p>		
Topics Included	<p>Topics include:</p> <ul style="list-style-type: none"> • Vectors in the Plane • Further Trigonometry • Real and Complex Numbers 		
Assessment	<ul style="list-style-type: none"> • Skills and Applications Tasks • Mathematical Investigations 		
Additional Cost	<p>Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl).</p>		
Recommendation /Prerequisites	<p>Any Stage 1 Mathematics subject allows students to achieve the numeracy requirement of the SACE.</p> <p>Students intending to study Specialist Mathematics at Stage 2 must study one semester of this subject at Stage 1.</p>		

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Science

Subject	Biology	Year Level	11
	Learning Area		Science
Career Chart	Biology	Length	1 Semester
Course Outline	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.		
Topics Included	<p>Students will study two topics per semester</p> <p>Topic 1: Cells and microorganisms Topic 2: Infectious disease Topic 3: Multicellular organisms Topic 4: Biodiversity and ecosystem dynamics</p>		
Assessment	<p>Students will demonstrate evidence of their learning through</p> <ul style="list-style-type: none"> • Skills and Application Tasks (tests and exams) • Investigations Folio (practical work and science as a human endeavour investigations) 		
Additional Cost Recommendation /Prerequisites	A SASTA Workbook will need to be purchased at a cost of \$55.		
	Students selecting this subject must achieve a C standard in Semester 2 Year 10 Science, and an interest in the living environment and physiology is expected. Both semesters in Biology are self-contained, independent units, which may be combined to form a full year course or taken separately as a single unit study.		

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Subject	Chemistry	Year Level	11
	Science	SACE Credits	20 Credits
Learning Area		Length	2 Semesters
Career Chart	Chemistry		
Course Outline	Students will participate in a range of activities including practical tasks to deepen their understanding of the make-up, behaviour and reactions of substances. In chemistry students learn about real-world applications such as pharmaceuticals, global warming, cooking and materials behind technological advances.		
Topics Included	<p>SEMESTER 1 may include:</p> <ul style="list-style-type: none"> • Materials and Their Atoms • Combining Atoms • Molecules <p>SEMESTER 2 may include:</p> <ul style="list-style-type: none"> • Mixtures and Solutions • Acids and Bases • Redox Reactions 		
Assessment	<p>Students will demonstrate evidence of their learning through:</p> <ul style="list-style-type: none"> • Investigations Folio (practical & assignments) • Skills and Applications Tasks (tests and exams) 		
Additional Cost	A SASTA Workbook will need to be purchased at a cost of \$55.00.		
Recommendation /Prerequisites	A 'B' grade or better in Year 10 Science is highly recommended. (20 credits <u>must</u> be completed in Stage 1 to study Stage 2 Chemistry)		

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Subject	Entrepreneurship (STEM Focus) – Stage 2 Integrated Learning	Year Level	11/12
Learning Area	Science	SACE Credits	20 Credits
Career Chart	Engineering	Length	2 Semesters
Course Outline	<p>Using a real world, self-directed learning model, students will undertake an individualised inquiry to determine a product, solution, idea or issue that aligns with their area of interest.</p> <p>Students will undertake research and practical tasks including a collaboration task (students may elect to collaborate with a peer, community member, industry associate or University associate) where they will collaborate, undertake peer and self-assessment and explore and examine different context and application of the STEM engineering design process and the soft skills inherent in the STEM industries. Through this collaboration, students will focus on their selected capability or capabilities and apply their knowledge, concepts, and skills for a specific purpose.</p> <p>The personal endeavour is an opportunity for students to explore an area of STEM that is of interest to them. They individually select the area of interest for their personal endeavour, explore and analyse relevant information, concepts, ideas, and skills, and communicate their ideas and opinions about them. Students select one capability to be developed within their personal endeavour, exploring the link between that capability and their area of interest.</p>		
Topics Included	<p>STEM inquiry will be industry focused, solutions based and underpinned by sustainability. Students draw on their mathematical, scientific and technological knowledge and use design thinking / engineering processes to individually and collaboratively create innovative and imaginative design solutions to real world problems.</p> <p>Students select one capability to be developed within their personal endeavour, exploring the link between that capability and their venture.</p> <p>It is recommended that students present the personal endeavour in two parts:</p> <ul style="list-style-type: none"> • An investigation, that is either research or practical-based and has an outcome or conclusion (about three-quarters of the total evidence). • An explanation of the connections between their area of interest and the capability selected (about one-quarter of the total evidence). <p>NOTE: this subject may be undertaken 'off line' by negotiation with the teacher.</p>		
Assessment	<p><i>School Based Assessment:</i></p> <ul style="list-style-type: none"> • Two Practical Inquiries 40% • Connections Tasks 30% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Personal Endeavour Task 30% 		
Additional Cost Recommendation /Prerequisites	<p>Precluded combinations: Students seeking an ATAR can only choose ONE Integrated Learning subject at <u>Stage 2</u>. Two Integrated Learning offerings can be used for SACE completion.</p>		

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Subject	Environmental Studies – Integrated Learning	Year Level	11
Learning Area	Science	SACE Credits	10 Credits
Career Chart	Environmental Science	Length	1 Semester
Course Outline	<p>Students will undertake tasks relating to the Environment, Ecology and Conservational Science. Students will be able to get out amongst nature and animals within our area. Students will participate in practical tasks, collaborative exercises and undertake a personal inquiry of choice.</p> <p>Students will learn skills in peer and self-assessment and connect tasks with the SACE capabilities.</p> <p>This is for students wanting flexibility in their science study and students who want to make a change.</p>		
Topics Included	<p>Topics include:</p> <ul style="list-style-type: none"> • Nature is Speaking - series • Career and work immersion in the field • Conservation in action – saving the environment • Project of choice • Topic negotiation by interest • Field excursions 		
Assessment	<p>Assessment Type 1: Practical Exploration Assessment Type 2: Connections (group work) Assessment Type 3: Personal Venture</p>		
Additional Cost	A planned excursion linked to the curriculum at a cost of \$50		
Recommendation /Prerequisites	<p>Students selecting this subject must have an interest in Biology, Animal Studies or the Environment, including living environments, ecology and conservation.</p> <p>This subject lines up well with Biology/Tourism/Society and Culture</p>		

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Subject	Nutrition	Year Level	11
	Learning Area	Science	SACE Credits
Career Chart	Health	Length	1 Semester
Course Outline	<p>Students integrate scientific knowledge and skills gained in their study of Nutrition and apply them to designing and carrying out practical investigations which involve both food preparation and scientific practical skills.</p> <p>The acquired knowledge helps students to reinforce or modify their own diets and lifestyle habits to maximise health outcomes.</p>		
Topics Included	<ul style="list-style-type: none"> • Impact of food processing, food safety and nutrient content • Macro and Micro Nutrients • Sustainable Food Futures 		
Assessment	Focus Capabilities: Communication, Learning and Personal Development		
	<ul style="list-style-type: none"> • Investigations Folio • Skills and Application Tasks 		
Additional Cost	<p>Students are advised that there are additional costs involved of \$60.00 per semester which relates to practical activities. \$30 for Education Perfect online learning tool (compulsory).</p>		
Recommendation /Prerequisites			

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Subject Learning Area	Physics	Year Level	11
	Science	SACE Credits	20 Credits
Career Chart	Physics	Length	2 Semesters
Course Outline	In Physics, students learn about the phenomena and technology that are in their life. How does a mobile phone send its signal? What do you need to know to launch a rocket into space? How can you make cars safer? What are black holes? How do planes fly?		
Topics Included	<p>Semester 1 has a focus on Motion and Communications.</p> <p>Topics covered may include:</p> <ul style="list-style-type: none"> • Motion • Force • Communications <p>Semester 2 has a focus on Gravitation, Energy and Medical Physics .</p> <p>Topics covered may include:</p> <ul style="list-style-type: none"> • Energy • Medical Physics • Momentum • Projectile Motion 		
Assessment	<p>Students will demonstrate evidence of the learning through</p> <ul style="list-style-type: none"> • Skills and Application Tasks (tests and exams) • An Investigations Folio (practical work and science as a human endeavour investigations) 		
Additional Cost Recommendation /Prerequisites	<p>A SASTA Workbook will need to be purchased at a cost of \$59.</p> <p>A 'B' grade or better in Year 10 Science is highly recommended.</p> <p>Semester 1 should be completed successfully before starting semester 2.</p> <p>Both semesters must be completed successfully for entry into Stage 2 Physics.</p> <p>(20 credits <u>must</u> be completed in Stage 1 to study Stage 2 Physics)</p>		

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Subject	Psychology	Year Level	11
	Learning Area	Science	SACE Credits
Career Chart	Psychology	Length	1 Semester
Course Outline	The most common reasons for studying Psychology are a personal curiosity about human behaviour and a desire to gain knowledge that can translate into personal growth.		
Topics Included	Semester 1 topics: <ul style="list-style-type: none"> • Psychological Wellbeing • Neuropsychology • Cognitive Psychology Semester 2 topics: <ul style="list-style-type: none"> • Emotion • Forensic psychology • Lifespan psychology 		
Assessment	Students will demonstrate evidence of their learning through: <ul style="list-style-type: none"> • Skills and Applications Tasks • Investigations Folio (psychological investigation and science as a human endeavour investigation) 		
Additional Cost Recommendation /Prerequisites	\$30 for Education Perfect online learning tool (compulsory) It is expected that students have gained a satisfactory pass in Semester 2 Science at Year 10. The 2-unit course should be considered by students intending to study Stage 2 Psychology.		

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Technologies – Design & Technology, Digital Technologies

Subject	Design Technology Furniture Design & Manufacture	Year Level	11
Learning Area	Technologies	SACE Credits	10/20 Credits
Career Chart Course Outline	Building and Construction	Length	1 Semester
Topics Included	<p>This subject provides a flexible framework that encourages students to be creative and innovative, apply critical problem-solving skills and incorporate technologies to address problems and challenges that occur while designing and making a furniture product.</p> <p>Students develop knowledge and skills within the first topics to increase their skill base and then apply these to inform their design development in the seconded assessment.</p> <p>Students work through a design process to develop a plan for a product that they will create showcasing the skills and knowledge that they currently have as well as the skills learned in the first task. Students will need to keep a record of their learning that showcases their investigation and analysis, design development and planning, producing and evaluating their design and manufacture process.</p>		
Assessment	<ul style="list-style-type: none"> • Specialised Skills Tasks Framing construction Carcass construction • Design Process and Product Guided design process with production of own design • Evaluation Guided evaluation of the design and manufacture process 		
Additional Cost Recommendation /Prerequisites	<p>Additional costs may be required.</p> <p>It is recommended that you have complete Furniture Design and Manufacture at year 10 to be successful in this subject at Stage 1. Prior experience in CAD would be an advantage. Students must be aware that this course is a mixture of practical-based assessments in the workshop and theory-based work exploring design processes.</p>		

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Subject	Design Technology	Year Level	11
	Metal Design & Manufacture		
Learning Area	Technologies	SACE Credits	10/20 Credits
Career Chart	Metal Work & Engineering	Length	1 Semester
Course Outline	This subject provides a flexible framework that encourages students to be creative and innovative, apply critical problem-solving skills and incorporate technologies to address problems and challenges that occur while designing and making a furniture product.		
Topics Included	Students develop knowledge and skills within the first topics to increase their skill base and then apply these to inform their design development in the seconded assessment.		
	Students work through a design process to develop a plan for a product that they will create showcasing the skills and knowledge that they currently have as well as the skills learned in the first task. Students will need to keep a record of their learning that showcases their investigation and analysis, design development and planning, producing and evaluating their design and manufacture process.		
Assessment	<ul style="list-style-type: none"> • Specialised Skills Task Types of welding Metal machining • Design Process and Product Guided design process with production of own design • Evaluation Guided evaluation of the design and manufacture process 		
Additional Cost Recommendation /Prerequisites	<p>Additional costs may be required.</p> <p>It is recommended that you have complete Metal Design and Manufacture at year 10 to be successful in this subject at Stage 1. Prior experience in CAD would be an advantage. Students must be aware that this course is a mixture of practical-based assessments in the workshop and theory-based work exploring design processes.</p>		

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Subject	Digital Multimedia	Year Level	11
	Learning Area	Technologies	SACE Credits
Career Chart	Media Studies	Length	1 Semester
Course Outline	Students should have preferably studied Media Arts at the year 10 level. A full year of Digital Multimedia [or proven skills in multimedia areas] is required to undertake Stage 1 and 2 studies in this subject.		
Topics Included	<p>SEMESTER 1</p> <ul style="list-style-type: none"> • create soundtrack to CGI animation • image manipulation graphics and text <p>SEMESTER 2</p> <ul style="list-style-type: none"> • desktop digital video production - using video editing techniques, production of short videos for specific audiences • introduction to 3D animation 		
Assessment	<ul style="list-style-type: none"> • Specialised Skills Task 30% • Design Process & Product 70% <p>Note: Assessment task percentages may change.</p>		
Additional Cost Recommendation /Prerequisites	Students should have preferably studied Media Arts at the year 10 level. A full year of Digital Multimedia [or proven skills in multimedia areas] is required to undertake Stage 2 studies in this subject.		

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Subject	CAD (Computer Aided Design)	Year Level	11
	Learning Area	Technologies	SACE Credits
Career Chart	Computing & IT Engineering	Length	Semester / Full Year
Course Outline	This subject provides a flexible framework that encourages students to be creative and innovative, apply critical problem-solving skills and incorporate technologies to address problems and challenges that may occur while designing and engineering plans and products.		
Topics Included	<p>Students will be exploring 2 areas of Computer Aided Design (CAD) within their tasks.</p> <p>Solid Modeling and Design Architecture and Designing</p> <p>Students develop knowledge and skills through these topics and apply these to inform their design development in their seconded assessment.</p> <p>Students will select an area of CAD that they wish to further develop through a Design Process and Issues Study where they justify materials selected. Students will work through and create their own design process. Investigate and Analyse existing products to inform Design Development and Planning, they will then showcase their skills gained in their first tasks to produce a product or solution. Students will keep detailed records of their Design Process and Evaluate this at the end.</p>		
Assessment	<ul style="list-style-type: none"> • Specialised Skills Task Solid Modeling and Designing Architecture and Planning • Design Process and Product Guided design process to produce their own design or solution • Evaluation Guided evaluation of their design and manufacture process 		
Additional Cost Recommendation /Prerequisites	It is recommended that you have confidence in using CAD Software programs to be successful in this course and have. 3D printers will be utilised during this course.		

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Subject Learning Area	CAD (Computer Aided Design)	Year Level	11 (Stage 2 SACE)
	Technologies	SACE Credits	20 Credits
Career Chart	Computing & IT Engineering	Length	2 Semesters (FULL YEAR)
Course Outline	<p>This is an accelerated course offered to those year 10s who have successfully completed Stage 1 CAD at year 10 in first or second semester.</p> <p>This subject provides a flexible framework that encourages students to be creative and innovative and to apply critical problem-solving skills and incorporate technologies to address problems and challenges that may occur while designing and making a product or solution.</p>		
Topics Included	<p>Students will be exploring 2 areas of Computer Aided Design (CAD) within their first two tasks.</p> <ul style="list-style-type: none"> • Solid Modeling and Design • Architecture and Designing <p>Students develop knowledge and skills through these topics and apply these to inform their design development in their seconded assessment.</p> <p>Students will select an area of CAD that they wish to further develop through a Design Process and Issues Study where they justify materials selected. Students will work through and create their own design process. Investigate and Analyse existing products to inform Design Development and Planning, they will then showcase their skills gained in their first tasks to produce a product or solution. Students will keep detailed records of their Design Process and Evaluate this at the end.</p>		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Specialised Skills Task 20% Solid Modeling and Designing Architecture and Planning 3D modelling and architecture software and CNC prototyping machinery • Design Process and Solution 50% Investigation and analysis Design development and planning Production and prototyping Evaluation of design process and solution <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Resource Investigation and Issue Exploration 30% 		
Additional Cost Recommendation /Prerequisites	<p>It is recommended that you have complete Stage 1 CAD at year 10 to successful in this course at Stage 2 in year 11.</p> <p>An enthusiastic approach to being challenged in your learning and that you are confident in using CAD Software programs. Having completed Year 10 CAD would be an advantage. 3D printers will be utilised during this course.</p>		

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Subject Learning Area	Digital Technologies	Year Level	11
	Technologies	SACE Credits	10 Credits
Career Chart	Computing & IT	Length	1 Semester
Course Outline	<p>This subject provides students an opportunity to</p> <ul style="list-style-type: none"> • Apply computational thinking skills to explore problems and possible solutions • Develop and apply programming skills in creating digital solutions • Analyse patterns and relationships in data sets and/or algorithms, and draw conclusions • Develop and apply program-design skills to create and evaluate digital solutions • Research and discuss ethical considerations in digital technologies • Work individually and collaboratively. 		
Topics Included	<p>The subject consist of the following focus areas:</p> <ul style="list-style-type: none"> • Focus area 1: Programming • Focus area 2: Advanced programming • Focus area 3: Data analytics • ☑ Focus area 4: Exploring innovations 		
Assessment	<p>Project skills Task Design Digital solutions</p>		
Additional Cost Recommendation /Prerequisites	<p>It is recommended that you have complete Digital Technologies at year 10</p>		

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Technologies – Home Economics

Subject	Child Studies	Year Level	11
	Learning Area	Technologies	SACE Credits
Career Chart	Community Services	Length	1 Semester
Course Outline	<p>Students explore children from conception to 8 years of age, they research and investigate issues related to growth, health and wellbeing.</p> <p>They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.</p>		
Topics Included	<p>Topics include:</p> <p>Language and communication, outdoor play and numeracy. Provision of food in childcare centres.</p> <p>Issues investigation</p> <p>Learning experiences include: food practicals, child’s article of clothing and a collaborative task.</p>		
Assessment	<ul style="list-style-type: none"> • 2 x Practical Tasks 50% • Collaborative Assignment 25% • Issue Investigation 25% 		
Additional Cost	<p>Students may choose to purchase some materials for practical sections of the course. There is a charge of \$70.00 per semester to cover costs of consumables.</p>		
Recommendation /Prerequisites			

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Subject	Food & Hospitality	Year Level	11
	Technologies	SACE Credits	10 Credits
Learning Area		Length	1 Semester
Career Chart	Food Studies Home Economics		
Course Outline	<p>This course is designed for students interested in the Food and Hospitality industry. Students will be involved in food selection, preparation and presentation as well as the safe handling of food.</p> <p>Students will continue to develop culinary skills through cooking and hospitality events run through the semester. They explore issues that arise in the Food and Hospitality industry, research and analyse information and justify their decisions for items of food that they create.</p> <p>Students who are considering a career or a part time job in the Food or Hospitality industry or who wish to increase their culinary skills will benefit from taking this course.</p>		
Topics Included	<p>In this course students will develop their food preparation and presentation skills by exploring such topics as:</p> <ul style="list-style-type: none"> • Food, the individual and family • Local and global issues in food and hospitality • Trends in food and culture • Food and safety • Food and Hospitality industry 		
Assessment	<ul style="list-style-type: none"> • Individual Action Plan • Collaborative Action Plan • Practical Task • Research Task • Investigation 		
Additional Cost	<p>Students are advised that there are additional costs involved of \$70 per semester which are related to practical activities.</p>		
Recommendation /Prerequisites	<p>Completion of year 10 Food and Hospitality would be an advantage in successfully completing this course at Stage 1.</p> <p>This course can be undertaken as a semester or full year course.</p>		

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Vocational & Work Ready Learning

Subject	Vocational Pathways & Work Ready (Customised SACE)	Year Level	11
Learning Area	Cross Disciplinary – Integrated Learning	SACE Credits	10 Credits
Career Chart	All Areas	Length	1 Semester
Course Outline	<p>To assist students who are headed towards a Vocational Pathway we are offering a student-directed course which allows for great learning flexibilities in relation to the world of work, employability skills and pathways' understandings such as within Trades and/or Apprenticeships.</p> <p>In line with Vocational Pathways and Work Ready skills, students will undertake practicals and connective tasks where they will collaborate, undertake peer and self-assessment and explore and examine different context and application of vocational skills sets and dispositions.</p> <p>Depending on the focus of their topic, students will engage with critical and creative thinking, problem solving and personal development.</p>		
Topics Included	<p>Students need to be engaging in VET course or on a Work Ready pathway.</p> <p>Areas of study include:</p> <ul style="list-style-type: none"> • Pathways planning • Business knowledge and skills • Work force skills • Applications for apprenticeship/work planning 		
Assessment	<p>Assessment Type 1: Practical Exploration 40%</p> <p>Assessment Type 2: Connections 40%</p> <p>Assessment Type 3: Personal Venture 20% (of choice)</p>		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>Some students may be allocated this subject in line with their pathway (or VET application)</p> <p>Students on a work ready path without VET will be required to complete work experience as a part of this subject</p>		

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Subject	Workplace Practices	Year Level	11/12
	Learning Area	Cross Disciplinary Studies	SACE Credits
Career Chart	All Areas	Length	2 semesters
Course Outline	Students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the relationships between work-related issues and practices, the changing nature of work, industrial relations influences, and workplace issues that may be local, national or global, or industry specific. Students can undertake learning in the workplace and reflect on and evaluate their experiences in relation to their capabilities and aspirations.		
Topics Included	<p>The major components are:</p> <ul style="list-style-type: none"> • Industry and Workplace Knowledge: This includes Work in Australian Society, the Changing Nature of Work, Industrial Relations, and Finding Employment • Vocational Learning / VET Work Experience, ASBA, Casual and Part-Time Work, NEVO Course, any other VET 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Folio: Workplace Knowledge- 25% • Performance: Vocational Learning / VET - 25% • Reflection - 20% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Investigation: 2000-word report - 30% 		
Additional Cost	NIL		
Recommendation /Prerequisites	Students undertaking this course will be required to complete either work experience, a VET course, Australian School Based Apprenticeship or have part time employment.		

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Subject	Engineering/Electro-tech Customised SACE	Year Level	11
Learning Area	Workplace Practices	SACE Credits	10 Credits
Career Chart	Electro-technology Engineering	Length	1 semester
Course Outline	<p>This NEW and exciting subject offering is customised for students on the Engineering/Electro-technology pathway. Students will engage in a variety of Engineering and Electro-technology topics and skills to greater develop their knowledge, understanding and skills of this pathway. In an ever-evolving employment field, students will look at pathways planning, trends and engage in career immersion/excursions. This course is partnered with 'Naval' group and allows students to engage with high tech, international welding machinery. Student must complete VET alongside this 10-credit unit.</p>		
Topics Included	<p>Students will use the learning from their VET study to engage in:</p> <ul style="list-style-type: none"> a folio of Engineering type products and skills (use of technologies) using engineering and electronic skills extend learning in welding, CAD, physics, and mathematics skills gain knowledge on Engineering pathways engage in career immersion opportunities 		
Assessment	<p>Assessment Type 1: Folio 40% Assessment Type 2: Performance 40% (evidence from VET) Assessment Type 3: Reflection</p>		
Additional Cost	None		
Recommendation /Prerequisites	<p>Students must be nominated to select this subject. Students must be enrolled in Cert II Engineering Pathways or Cert II Electro-technology or similar (by negotiation with VET leader).</p> <p>Students should be completing this in line with subjects including Stage 1 Maths/Physics</p>		