

2027 ALICE SPRINGS COLLEGE

**Year
11 & 12**

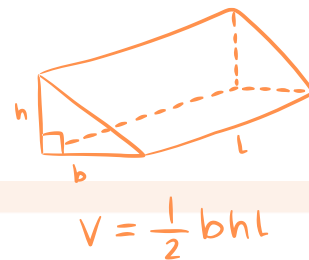
**Subject
Selection**

**Sadadeen
Campus**



$$\frac{x}{a} + \frac{y}{b} = 1$$

MATHEMATICS



STAGE 1 (Yr 11)

**ESSENTIAL
MATHEMATICS**
1MEM10

**GENERAL
MATHEMATICS**
1MG10

**MATHEMATICAL
METHODS**
1MAM10

**SPECIALIST
MATHEMATICS**
1MAM10

STAGE 2 (Yr 12)

**COMMUNITY
CONNECTIONS - STEM
MATHEMATICS**
2STC20

**ESSENTIAL
MATHEMATICS**
2MEM20

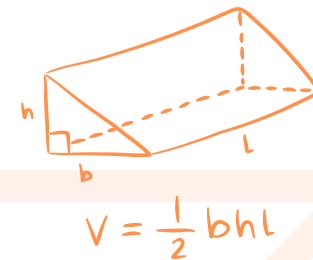
**GENERAL
MATHEMATICS**
2MG10

**MATHEMATICAL
METHODS**
2MAM20

**SPECIALIST
MATHEMATICS**
2MSC20

$$\frac{x}{a} + \frac{y}{b} = 1$$

Yr 11 MATHEMATICS



ESSENTIAL MATHEMATICS

1MEM10

Essential mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trade or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. This course leads to Stage 2 (Yr12) Essential Mathematics.

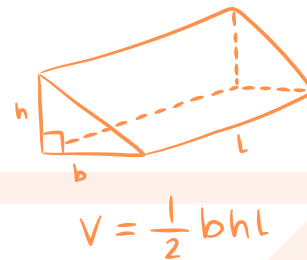
GENERAL MATHEMATICS

1MGM10

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, measurement and trigonometry, the investigation process, modelling using linear and non-linear function, and networks and matrices. Successful completion of General Mathematic at Stage 2 prepares students for entry to tertiary course requiring a non-specialised background in mathematics.

$$\frac{x}{a} + \frac{y}{b} = 1$$

Yr 11 MATHEMATICS



MATHEMATICAL

METHODS

1MAM10

Pre-Mathematical Methods provides the foundation for further study in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Mathematical methods can lead to tertiary studies in engineering, computer sciences and sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. The topics covered include details Algebra, Trigonometry and Calculus.

SPECIALIST

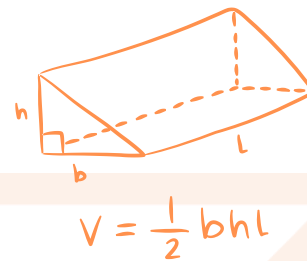
MATHEMATICS

1MAM10 (SB)

Pre-Specialist Mathematics is a pathway to tertiary study of mathematical sciences, engineering and physical sciences. Pre-Specialist mathematics is designed to be studied in conjunction with Pre-Mathematical Methods, i.e. students undertake two Mathematics courses/classes. The topics covered include advanced trigonometry, vectors, and the study of complex numbers with mathematical induction.

$$\frac{x}{a} + \frac{y}{b} = 1$$

Yr 12 MATHEMATICS



COMMUNITY CONNECTIONS - STEM MATHEMATICS

2STC20

This Stage 2 subject provides a stimulating pathway from any of the math courses of Methods, General or Essential Math. This subject can be started at the beginning of the year or transferred into from the selected subject. A community activity is undertaken by students to link their learning of mathematics to benefit themselves and the wider community. A reflection task helps the student to review the mathematical basis for the community application activity as well as a reflect on the capabilities developed during this task.

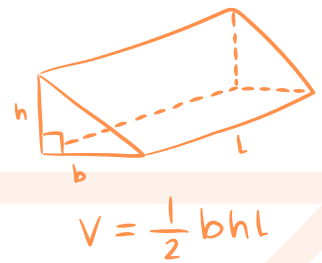
ESSENTIAL MATHEMATICS

2MEM20

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in a way 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, measurements 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 trade or vocations.

$$\frac{x}{a} + \frac{y}{b} = 1$$

Yr 12 MATHEMATICS



GENERAL MATHEMATICS 2MGM20

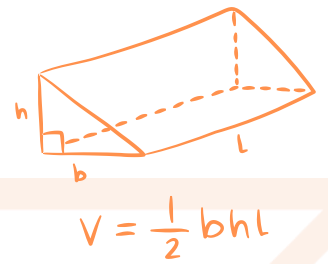
General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including 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.

MATHEMATICAL METHODS 2MHS20

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistic. Students work with functions their derivatives and integrals and apply mathematical modelling to physical processes. Students develop a deep understanding of the physical world through knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation

$$\frac{x}{a} + \frac{y}{b} = 1$$

Yr 12 MATHEMATICS

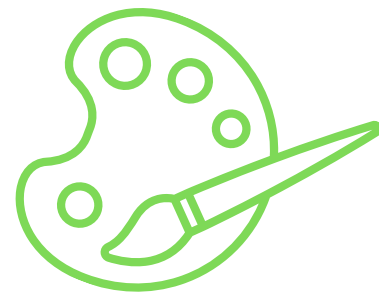


SPECIALIST MATHEMATICS 2MSC20

Specialist Mathematics in Year 12 follows a combination of topics drawn from Calculus, Trigonometry, Vectors, Complex Numbers and Polynomials. This course must be done together with Mathematical Methods as knowledge of the methods course is required to be successful.



ARTS



STAGE 1 (Yr 11)

MUSIC EXPERIENCE

1MXE10

CREATIVE ARTS - DIGITAL MEDIA

1CVA10

VISUAL ARTS

1VAA10

DRAMA

1DMA10

STAGE 2 (Yr 12)

VISUAL ARTS

2VAA10 - 10 CREDITS

2VAA20 - 20 CREDITS

CREATIVE ARTS - PHOTOGRAPHY

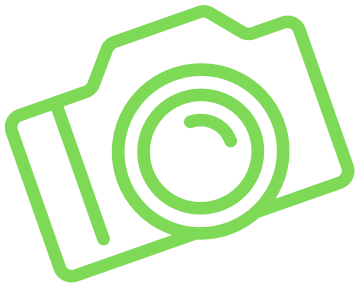
2CVA20

MUSIC - SOLO

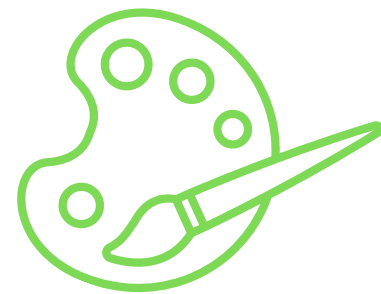
2MSO10

MUSIC - ENSEMBLE

2MEB10



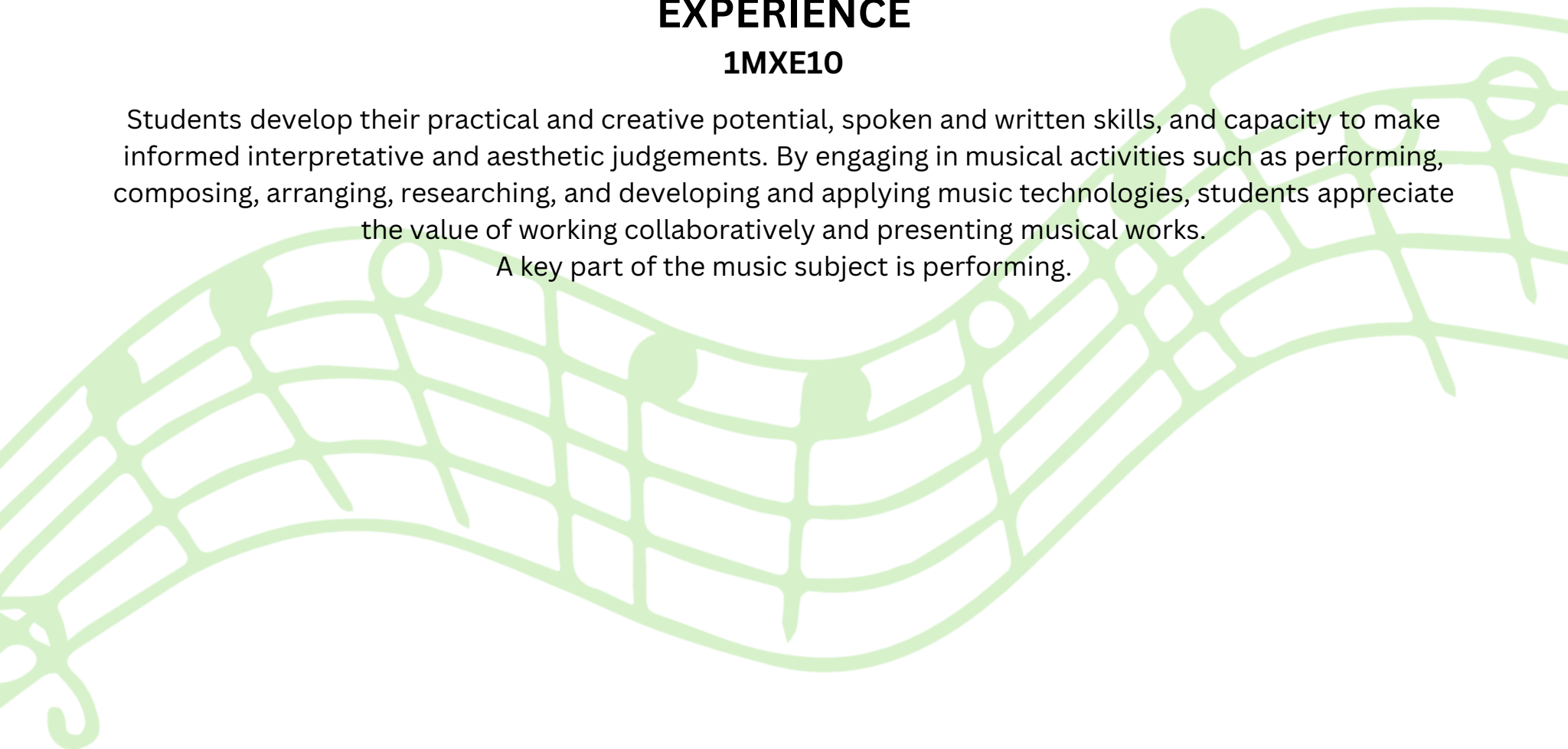
Yr 11 ARTS

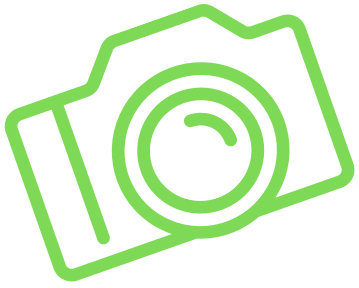


MUSIC EXPERIENCE 1MXE10

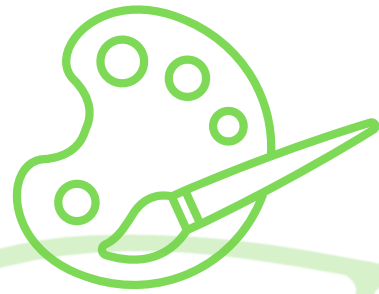
Students develop their practical and creative potential, spoken and written skills, and capacity to make informed interpretative and aesthetic judgements. By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and presenting musical works.

A key part of the music subject is performing.





Yr 11 ARTS

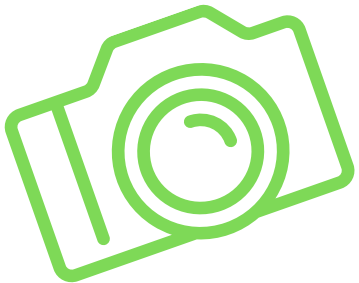


CREATIVE ARTS - DIGITAL MEDIA 1CVA10

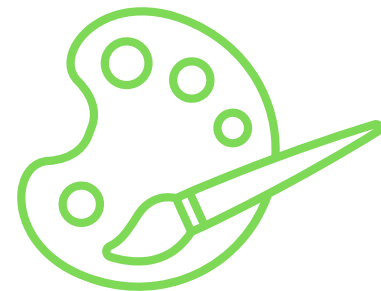
Students undertake a specialised study of one or more arts disciplines with the Creative Arts umbrella. In this particular subject outline they will explore digital media, film and media forms. They actively participate in the development and presentation of creative arts products.

VISUAL ARTS 1VAA10

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development of their idea through a support folio and the presentation of creative artworks. These may take the forms of a painting, ceramics works, drawing, printmaking, design works, digital media, film and video, public arts projects, community performances, presentations and installations. This emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions.



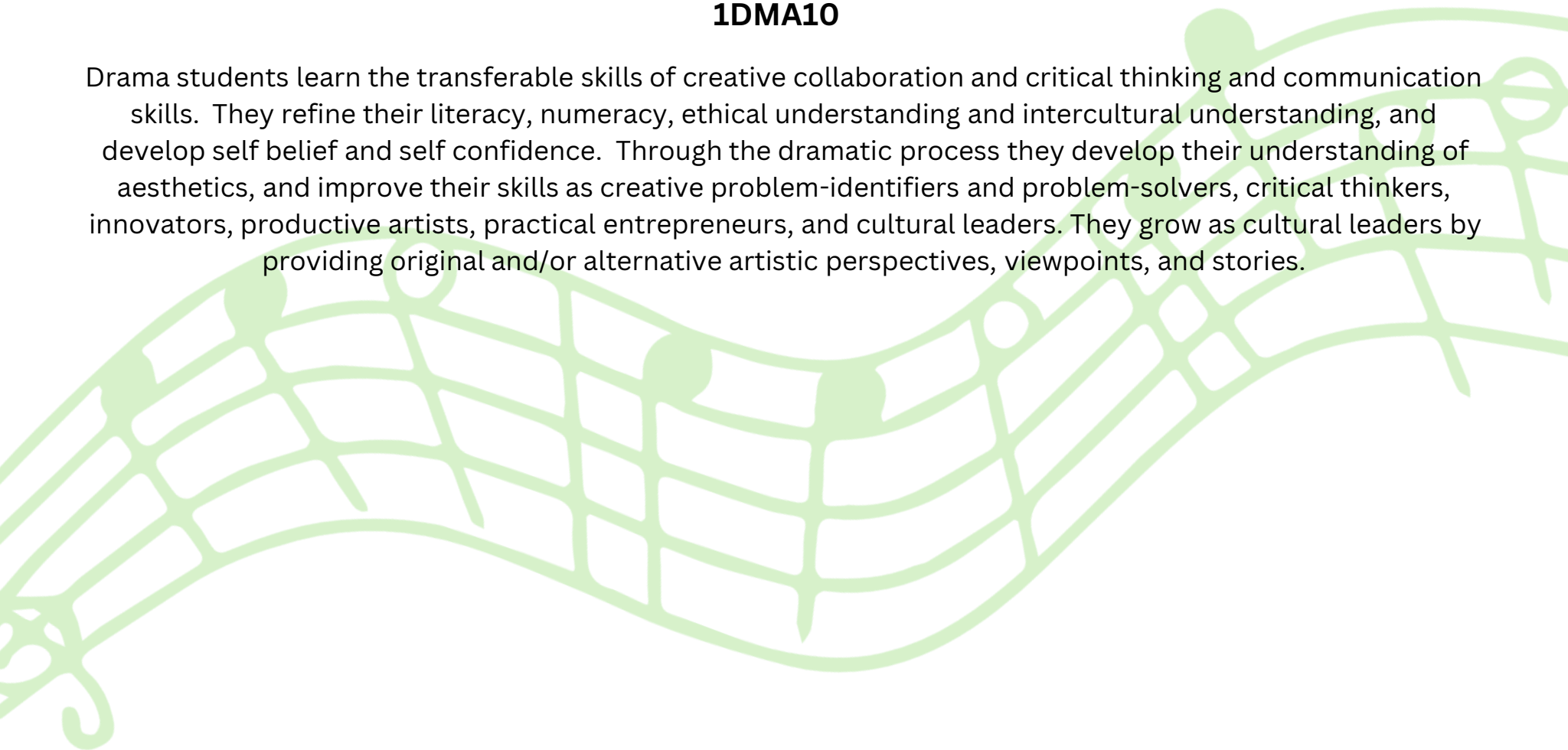
Yr 11 ARTS

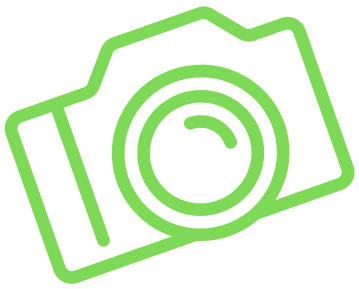


DRAMA

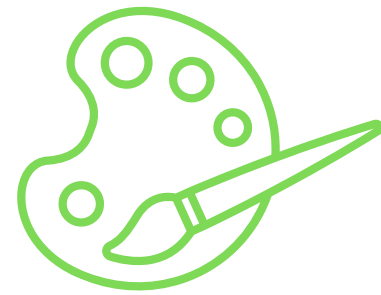
1DMA10

Drama students learn the transferable skills of creative collaboration and critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding and intercultural understanding, and develop self belief and self confidence. Through the dramatic process they develop their understanding of aesthetics, and improve their skills as creative problem-identifiers and problem-solvers, critical thinkers, innovators, productive artists, practical entrepreneurs, and cultural leaders. They grow as cultural leaders by providing original and/or alternative artistic perspectives, viewpoints, and stories.





Yr 12 ARTS



CREATIVE MEDIA - PHOTOGRAPHY

2CVA20

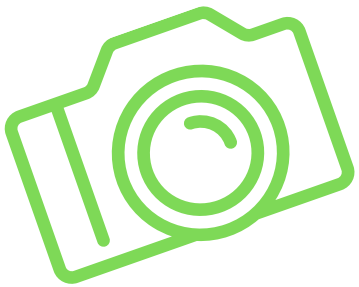
Students use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. They learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form

VISUAL ARTS

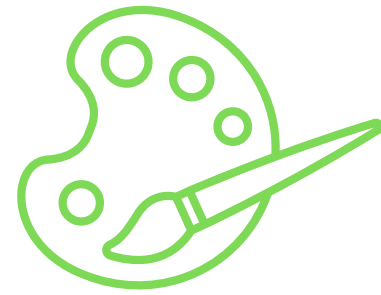
2VAA10

2VAA20

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. Of particular interest in this subject are past and present influences that impact on the visual arts: local and global events, social and political values, different perspectives provided by the diversity of cultural groups, and the styles, aesthetic values, and philosophies of individuals and groups of practitioners of particular times and places.



Yr 12 ARTS



MUSIC SOLO

2MSO10

Stage 2 Music Performance — Solo is a 10-credit subject that consists of the following strands:
understanding music, performing music and responding to music.

The strands in Music Performance — Solo are interconnected and not intended to be taught independently.

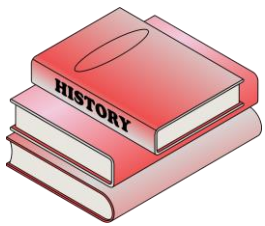
Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements of their chosen repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

MUSIC ENSEMBLE

2MEB10

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.



HUMANITIES

STAGE 1 (Yr 11)

MODERN HISTORY

1MOD10

TOURISM

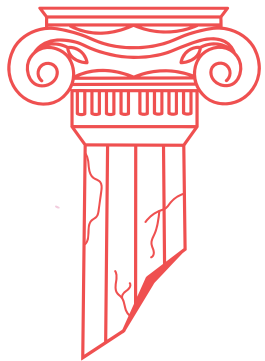
1TOS10

ABORIGINAL STUDIES

1ABG10

ANCIENT STUDIES

1ANT10



STAGE 2 (Yr 12)

MODERN HISTORY

2MOD20

ABORIGINAL STUDIES

2ABG20

WOMEN'S STUDIES

2WOM20

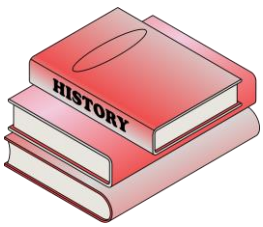
SOCIETY & CULTURE

2SOR10

2SOR20

ACTIVATING IDENTITIES AND FUTURES (AIF)

2AIF10



Yr 11 HUMANITIES



MODERN HISTORY

1MOD10

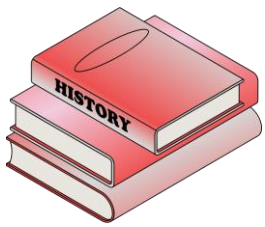
Students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems and individuals.

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.

TOURISM

1TOS10

Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national and global tourism, and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism.



Yr 11 HUMANITIES



ABORIGINAL STUDIES

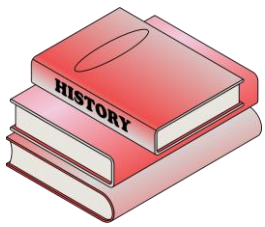
1ABG10

Students learn from and with Aboriginal peoples and communities and other sources of Aboriginal voice. Learning from and with Aboriginal peoples and communities underpins the learning in this subject and is integral to students developing and extending respectful ways of thinking, communicating, understanding and acting. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature. Students analyse the historical and contemporary experiences that are of significance to Aboriginal peoples and communities. They examine the intergenerational influence and impact of government policies, on the health and wellbeing of Aboriginal peoples and communities today. Students investigate experiences of ongoing resistance and survival, and learn about initiatives and accomplishments developed in response to these experiences.

ANCIENT STUDIES

1ANT10

Students learn about the history, literature, society and culture of ancient civilisations, which may include those of Asia-Australia, the Americas, Europe, and Western Asia, and the classical civilisations of Greece and Rome. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.



Yr 11/12 HUMANITIES



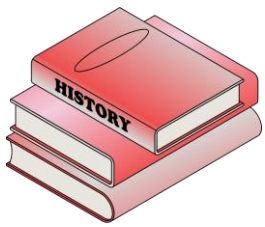
ACTIVATING IDENTITIES AND FUTURES (AIF) 2AIF10

Activating Identities and Futures (AIF) aims to foster independent learning and the skills of lifelong learning in students.

Each student will set a learning goal and then explore their goal through research and problem solving.

Approaches, contexts, and strategies will vary to suit the individual student. Students showcase the achievement of their Learning Goal with an Output of Learning. An Output of Learning, could be a plan for future action, a proposal for a service or social enterprise, an oral explanation, a demonstration of a skill, or a completed product such as an artwork, report, academic article, or short video. Both the Learning Goal and the Output of Learning need to have purpose and value for the student, others, and the broader community.

Students will develop greater awareness and understanding of their own thought processes, decision-making, and organisation in relation to the learning process. These understandings are often enhanced by feedback from peers, mentors, and teachers as coagents, and are critical in the development of metacognition and self-regulation.



Yr 12 HUMANITIES



MODERN HISTORY

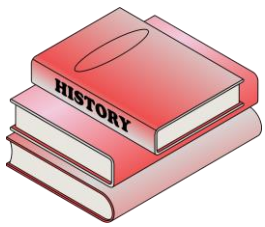
2MOD20

Stage 2, in Modern History students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations have sought to impose their influence and power, and how others have sought to forge their own. Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

ABORIGINAL STUDIES

2ABG20

In Aboriginal Studies, students learn from and with Aboriginal peoples, communities, and other sources of Aboriginal voice. Learning from and with Aboriginal peoples and communities is integral to students developing and extending respectful ways of thinking, communicating, understanding, and acting. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature. Students acknowledge and extend their understanding of the narratives and accomplishments as told by Aboriginal peoples, and reflect on the impact of past events on the present and the future. They develop respect for what narratives and accomplishments mean to different Aboriginal peoples and communities.



Yr 12 HUMANITIES



WOMEN'S STUDIES

2WOM20

Students look at the world from the perspectives of women. They examine the diversity of women's experiences and their relationships to others while promoting an inclusive and just society. Students identify complex and contradictory ideas that exist about femininity and masculinity, and how being a woman or a man may influence an individual's experiences and expectations.

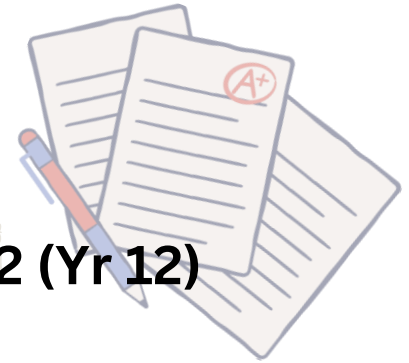
SOCIETY AND CULTURE

2SOR10

2SOR20

In Society and Culture, we will study global and local using primary and secondary sources. Students will investigate ethical issues in the modern world. The choice of topics will reflect a variety of experiences, backgrounds, and interests that students bring to their studies.

ENGLISH



STAGE 1 (Yr 11)

**ESSENTIAL
ENGLISH**
1ETE10

ENGLISH
1ESH10

**ENGLISH LITERACY
STUDIES**
1ESH10(SA)

MODIFIED ENGLISH
1EPM10

STAGE 2 (Yr 12)

**ESSENTIAL
ENGLISH**
2ETE20

ENGLISH
2ESH20

**ENGLISH LITERARY
STUDIES**
2ELS20

MODIFIED ENGLISH
2EPM10 - 10 CREDITS
2EPM20 - 20 CREDITS

Yr 11 ENGLISH

ESSENTIAL ENGLISH

1ETE10

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.

ENGLISH

1ESH10

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. Stage 1 English articulates with the Stage 2 English subjects.

ENGLISH LITERARY STUDIES

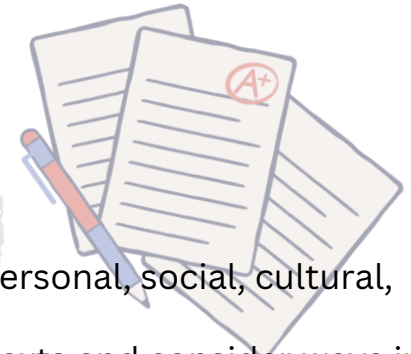
1ESH10(SA)

English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

MODIFIED ENGLISH

1EPM10

In Modified English, students focus on literacy skills, strategies knowledge and understandings which may be used for a variety of purposes. This is achieved through reading and viewing, listening and speaking, writing and composing, and using information and communication technologies in appropriate ways for different purposes. This course is for identified eligible students only.



Yr 12 ENGLISH



ESSENTIAL ENGLISH

2ETE20

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.

ENGLISH

2ESH20

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. 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.

Yr 12 ENGLISH



ENGLISH LITERARY STUDIES

2ELS20

Students focus on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of text. English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions

MODIFIED ENGLISH

2EPM10

2EPM20

In Modified English, students focus on literacy skills, strategies knowledge and understandings which may be used for a variety of purposes. This is achieved through reading and viewing, listening and speaking, writing and composing, and using information and communication technologies in appropriate ways for different purposes.



Languages



STAGE 1

STAGE 2

**BEGINNERS JAPANESE
(STG2)
2JAB20**

**BEGINNERS SPANISH
(STG2)
2SPB20**

**CERT III APPLIED
LANGUAGES
(ARRERNTTE)
4ALAR20**



Yr 11 & 12 Languages



LANGUAGES - BEGINNERS

Language at beginners level is designed as a 2 year course or for students who wish to begin their study of languages as a senior secondary level. At beginner's level, students develop and apply linguistic and intercultural knowledge, understanding and skill by;

- Interacting with others in language in interpersonal situations

- Creating texts in language for specific audiences, purpose and contexts

- Analysing texts that are in language to interpret meaning

- Comparing language and cultures and how they work as a system

- Reflecting on the ways in which culture is created, expressed and communicated through language.

Students develop their intercultural communication skills to interact effectively and appropriately with people within and across local and global communities. The development of intercultural communication skills helps students know and understand themselves, others, the world around them and to participate fully as global citizens.

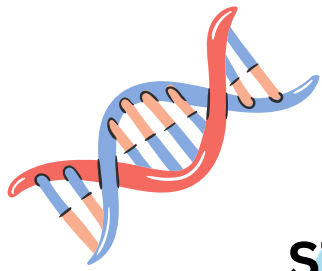


Yr 11 & 12 Languages

CERT III APPLIED LANGUAGES - ARRERNTÉ 4ALAR3

This course is designed to provide individuals with language skills and intercultural knowledge to enable them to communicate routine information in social and workplace situations in a language other than English, both in Australia and overseas. The course applies to Arrernte language, however other Central Australian Indigenous languages can be reviewed on application.

Please note that students in 2027 – Cert II in Applied Languages is a pre-requisite to undertake this study.



SCIENCE



STAGE 1 (Yr 11)

STAGE 2 (Yr 12)

PSYCHOLOGY

1PSG10

PSYCHOLOGY

2PSG20

CHEMISTRY

1CEM10

CHEMISTRY

2CEM20

PHYSICS

1PYI10

PHYSICS

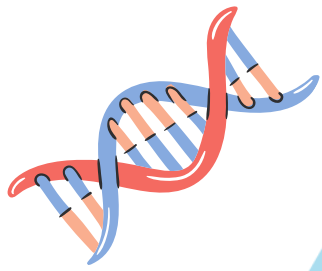
2PYS20

BIOLOGY

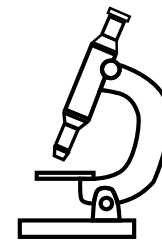
1BGY10

BIOLOGY

2BGY20



Yr 11 SCIENCE



PSYCHOLOGY

1PSG10

Year 11 Psychology in the SACE system is a fascinating dive into the workings of the human mind and behaviour. You'll explore the science behind how we think, feel, and act. Topics include the nature of consciousness, memory, and learning. You'll examine the development of personality, emotions, and social behaviour. Understanding psychological disorders and treatment approaches will also be a part of your journey. Year 11 Psychology is like peeking into the inner workings of the human brain, helping you make sense of your own thoughts and behaviours, as well as those of others. It's a captivating exploration of the mysteries of the mind.

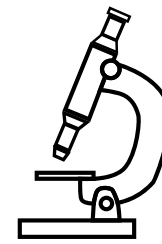
PHYSICS

1PYI10

Students studying Stage 1 Physics explores the fundamental principles of the physical world. You'll delve into concepts like motion, forces, energy, electricity, and waves. You'll study how objects move, why they move, and the laws that govern their behaviour. You'll also explore electricity and magnetism, uncovering the secrets behind circuits and electromagnetism. Furthermore, you'll dive into the world of waves, understanding sound and light. Year 11 Physics is like uncovering the hidden rules of the universe, helping you grasp how things work, from the motion of planets to the electricity in your gadgets. It's a fascinating journey into the science of the everyday.



Yr 11 SCIENCE



BIOLOGY **1BGY10**

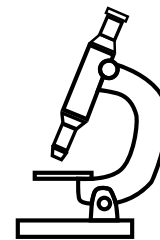
Students studying Biology in Stage 1 is your gateway to the living world. You'll uncover the mysteries of life, from the tiniest cells to complex ecosystems. You'll delve into cell biology, exploring how cells function and replicate. Genetics will introduce you to the secrets of inheritance and DNA. Evolution will take you on a journey through the history of life on Earth. You'll also study ecology, understanding how organisms interact with each other and their environments. Stage 1 Biology is like peering through a microscope and a telescope simultaneously, revealing the incredible diversity of life and the intricate web of connections that sustain it. It's a captivating exploration of the living world around us

CHEMISTRY **1CEM10**

Students studying stage 1 Chemistry, this is your passport to understanding the composition and behaviour of matter. You'll investigate atoms and molecules, learning how they combine to create substances. Chemical reactions will be your playground, where you explore how substances transform and why they do so. You'll dive into the periodic table, discovering the properties and trends of elements. Equations and stoichiometry will help you balance chemical equations and measure reactions. Moreover, you'll explore the world of acids and bases, gases, and chemical bonding. Stage 1 Chemistry is like deciphering the language of matter, enabling you to unravel the secrets of everything around you, from the air you breathe to the food you eat. It's a captivating journey into the world of molecules and reactions



Yr 12 SCIENCE



BIOLOGY

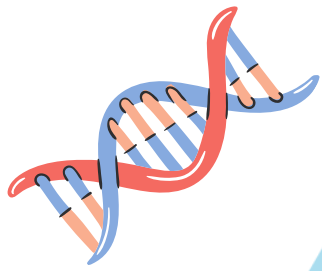
2BGY20

Year 12 Biology in the SACE system is an advanced exploration of life's intricate mechanisms. You'll delve into genetics at a deeper level, understanding gene regulation and biotechnology. Evolutionary biology will take you on a journey through the history of life, including human evolution. You'll explore complex ecosystems, ecological interactions, and conservation biology. Neurobiology will provide insights into the workings of the human brain and behaviour. Year 12 Biology is like being a scientific detective, investigating the complexities of life on Earth, from the tiniest genes to the grand web of ecosystems, equipping you to understand, protect, and make informed decisions about the living world that surrounds us. It's a captivating journey into the wonders of biology

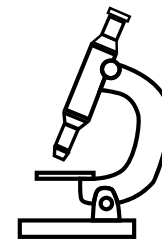
CHEMISTRY

2CEM20

Year 12 Chemistry in the SACE system is a captivating exploration of the deeper aspects of chemical science. You'll venture into advanced topics like organic chemistry, where you'll study complex carbon compounds and reactions. Physical chemistry will have you understanding the intricacies of chemical thermodynamics and kinetics. Analytical chemistry will sharpen your skills in detecting and quantifying substances. Environmental chemistry will help you grasp the impact of chemical processes on our world. Year 12 Chemistry is like unlocking the secrets of matter at a molecular level, equipping you to understand complex reactions, synthesise new compounds, and analyse the world around you. It's an exciting journey into the intricacies of the chemical universe.



Yr 12 SCIENCE



PSYCHOLOGY

2PSG20

Year 12 Psychology in the SACE system is a deep dive into the complexities of the human mind and behaviour.

You'll explore advanced topics such as abnormal psychology, delving into psychological disorders and their treatments. You'll analyse cognition and memory at a higher level, understanding complex processes of thinking and learning. Social psychology will take you into the intricacies of human interactions and group behaviour.

Research methods will hone your skills in conducting psychological studies. Year 12 Psychology is like being a detective of the human psyche, enabling you to understand, analyse, and explain the depths of human behaviour and mental processes. It's an enlightening journey into the realm of psychology's intricacies.

PHYSICS

2PYS20

Year 12 Physics in the SACE system takes your understanding to the next level. You'll dive deeper into concepts like quantum mechanics, relativity, and advanced electromagnetism. You'll explore the mysteries of the subatomic world and the behaviour of particles at incredibly tiny scales. You'll also investigate the universe's grand scale, including the theory of relativity and astrophysics. Moreover, you'll tackle complex electrical circuits and delve into advanced wave theories. Year 12 Physics is like embarking on a cosmic adventure, from the tiniest particles to the vastness of the universe, giving you a profound understanding of the physical laws that govern our world. It's a thrilling journey into the mysteries of the cosmos.



CROSS DISCIPLINARY



STAGE 1 (Yr 11)

INTEGRATED LEARNING -

CAFE FOODS

1ILN10 (JA)

COMMUNITY STUDIES A

Arts, Communications, Foods, Science & Technology,
Health and Work & the Community

1COM10

INTEGRATED LEARNING -

Outdoor Construction & Design

1ILN10B

INTEGRATED LEARNING -

Healthy Lifestyles

1ILN10 (HA)

INTEGRATED LEARNING -

Physical Education

1ILN10 (PA)

INTEGRATED LEARNING -

VROOM

1ILN10 (MA)

INTEGRATED LEARNING -

Construction

1ILN1YA

INTEGRATED LEARNING -

FOODS

1ILN10 (FA)

INTEGRATED LEARNING -

Work Readiness

1ILN10 (RW)

STAGE 2 (Yr 12)

COMMUNITY STUDIES A

Arts, Communications, Foods,
Science & Technology, Health
and Work & the Community

2COM20

INTEGRATED LEARNING - FOOD

2ILN20 (FA)

INTEGRATED LEARNING - P.E

2ILN20 (PA)





Yr 11 CROSS DISCIPLINARY



EXPLORING IDENTITIES AND FUTURES

1EIF10

EIF is a compulsory subject at Stage 1, normally undertaken at Year 10. EIF helps students to plan for their future and assists them in choosing their subjects they will study in years 11 and 12. Students must achieve a C grade or better to successfully complete the subject.

EIF helps students to plain their personal and learning goals for the future, and make informed decisions about their personal development, education and training. Students develop goals for their future through activities such as: selecting subjects, courses and other learning relevant to pathways through and beyond school.

STUDENTS WILL ONLY BE DOING THIS SUBJECT IF THEY DID NOT COMPLETE TO “C” LEVEL IN YEAR 10
Subject will run in Semester 2 ONLY

INTEGRATED LEARNING - PE

1ILN10 (PA)

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning – Physical Education (PE), students will choose a sport they participate to focus on their skills and those of a professional athlete performing the same skill. They will also plan a school sporting event and work on a personal venture to explore an area of program focus that is of interest to them.





Yr 11 CROSS DISCIPLINARY



INTEGRATED LEARNING - FOODS

1ILN10 (FA)

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning - Foods, the lens of the program focuses upon students developing their learning about a real-world situation, task, event, or other learning opportunity. Students will work individually to produce a cookbook of the foods that they cook for the first term. They will investigate Australian food classics, diving into the history and development over time. Students personal venture will be to investigate what street food is and what form it takes in different countries and how it has evolved in Australia. Students will chose one dish from their chosen country to replicate and serve at a school café/ lunch.

INTEGRATED LEARNING - VROOM

1ILN10 (MA)

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning - VROOM, the lens of the program focuses upon students developing their learning about a real-world situation, task, event, or other learning opportunity in relationship to vehicles and safety especially in relation to living in a remote location like Alice Springs.





Yr 11 CROSS DISCIPLINARY



INTEGRATED LEARNING - Outdoor Construction & Design 1ILN10 (YA)

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning - Outdoor Construction and Design, the lens of the program focuses upon students collectively developing a project for outdoors from design to implementation. Students will commence with learning safe operating procedures, which will lead onto a collaborative construction project. Individuals will be responsible for parts of the group project as an individual project which they will compile a simple folio detailing planning, construction stages, completed project and reflection.

INTEGRATED LEARNING - Café Foods 1ILN10 (JA)

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning - Cafe Foods, the lens of the program focuses upon students developing their learning about a real-world situation, task, event, or other learning opportunity. Students will work individually to produce a cookbook. This work will be a reflection on all the foods that they cook for the term. Students will discover how Food Bank in Alice Springs and Australia operates and explore bulk cookery to assist families within Alice Springs. The personal venture will involve researching the history of school canteens compared to what is available today. The finale will involve running a school canteen for a day.





Yr 11 CROSS DISCIPLINARY



INTEGRATED LEARNING - Construction 1ILN10 (YA)

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning - Construction, the lens of the program focuses upon students developing their learning real-world skills, and putting these into practice to create a project item. Students will explore history, development and use of hand tools, safety and efficiency. They will construct a household item as their personal project and will work in groups to reflect on their learning. Their personal venture will include a storage box and producing a workbook describing the steps in the project and reflection.

COMMUNITY STUDIES 1COM10

Students learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity/community application activity, which begins from a point of personal interest, skill or knowledge. By setting challenging and achievable goals in their community activity/community application activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop capacity to work independently and to apply skills and knowledge in practical ways in their community.





Yr 11 CROSS DISCIPLINARY



INTEGRATED LEARNING - Healthy Lifestyles

1ILN10 (HA)

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, while also growing their knowledge about themselves as learners, and their capabilities. Students research and discuss the impact of positive mental health on self-esteem as well as growth mindset to acquire new and helpful life skills. Students will explore how physical training and fitness benefits both body and mind and how this is complimented with health eating.

INTEGRATED LEARNING - Work Readiness

1ILN10 (RW)

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, while also growing their knowledge about themselves as learners, and their capabilities. Students develop a work readiness portfolio that includes a current resume and a targeted cover letter. Students select an occupation or industry pathway to investigate, including entry requirements, training or qualification options, likely costs, employment opportunities in Australia, typical income range, and possible future progression. Students will work on life admin essentials like bank account, TFN, USI and superannuation funds and also a work readiness goal as part of a personal venture goal that is teacher approved to assist them in preparing for employment or training.





Yr 12 CROSS DISCIPLINARY



INTEGRATED LEARNING - FOOD 2ILN20 (FA)

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning - Food and Culture, the lens of the program focuses upon students developing their learning about a real-world situation, task, event, or other learning opportunity. Students will explore foods for special needs/diets, research an individual's nutritional requirements throughout life, examine food equity and look at food as an important part of any celebration regardless of culture or religion. Their personal endeavor and final assessment will focus on food from around the world

INTEGRATED LEARNING – A LIFESTYLES 2ILN20 (LA)

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning – A Lifestyles, the lens of the program focuses upon students developing their learning about a real-world situation, task, event, or other learning opportunity.





Yr 12 CROSS DISCIPLINARY



COMMUNITY STUDIES A

2COM20

As part of their program of learning, students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity. Creation, deliver and evaluation of an area of passion for the student.

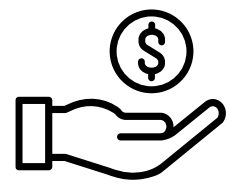
INTEGRATED LEARNING

- P.E

2ILN20 (PA)

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning - P.E, the lens of the program focuses upon students developing their learning about a real-world situation, task, event, or other learning opportunity. Students create a player profile on themselves for their chosen sport, they will compare, analyse and evaluate their skill performance of their sport of choice when played at “elite level” versus Year 12 level. They will look at coaching a sport to another cohort and be involved in planning and running a sports competition. The final assessment is a personal endeavour with a presentation, either written, multimodal or oral presentation





BUSINESS / TECHNOLOGY

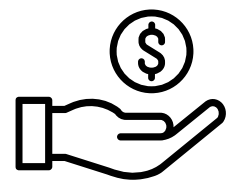


STAGE 1 (Yr 11)

**WORKPLACE
PRACTICES**
1WPS10

STAGE 2 (Yr 12)

WORKPLACE PRACTICES
- MUST HAVE A JOB
2WPC20



Yr 11 BUSINESS/TECHNOLOGY

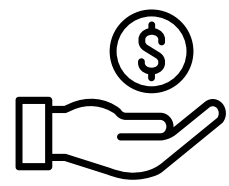


WORKPLACE PRACTICES

1WPS10

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

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



Yr 12 BUSINESS/TECHNOLOGY



WORKPLACE PRACTICES (MUST HAVE A JOB)

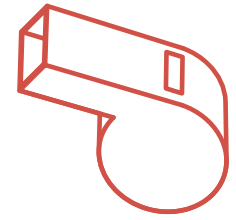
2WPC20

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

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



HEALTH & PHYSICAL EDUCATION



STAGE 1 (Yr 11)

**HEALTH &
WELLBEING**

1HEW10

CHILD STUDIES

1CSD10

OUTDOOR EDUCATION

1OUT10

STAGE 2 (Yr 12)

CHILD STUDIES

2CSD10

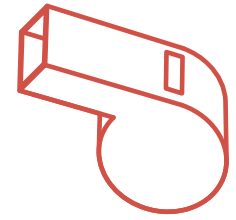
2CSD20

**HEALTH &
WELLBEING**

2HEW20



Yr 11 HEALTH & PHYSICAL EDUCATION



HEALTH AND WELLBEING

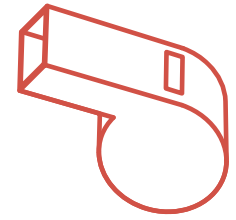
1HEW10

Students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society.

Health and Wellbeing is influenced by diverse social and cultural attitudes, beliefs, and practices. An understanding of the health and wellbeing status of individuals, communities, and global societies incorporates, for example, health determinants and strategies to improve lifestyle decisions. Students may explore principles and frameworks relating to health and wellbeing



Yr 11 HEALTH & PHYSICAL EDUCATION



CHILD STUDIES

1CSD10

This subject focuses on children's growth and development from conception to eight years. Students critically examine attitudes and values about parenting and caregiving, and gain an understanding of growth and development of children. They develop a variety of research, management and practical skills, and work independently and collaboratively to achieve common goals. Students investigate contemporary issues that are relevant to the health and wellbeing of children and their development.

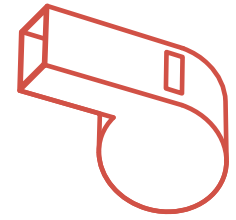
OUTDOOR EDUCATION

1OUT10

The study of Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills. The development of their relationship with natural environments impacts positively on students' health and wellbeing and fosters a lifelong connection with nature and a commitment to responsible activity in natural environments.



Yr 12 HEALTH & PHYSICAL EDUCATION



HEALTH AND WELLBEING

2HEW20

Students develop the knowledge, skills, and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities and global society. Health and wellbeing is influenced by diverse social and cultural attitudes, beliefs, and practices. An awareness and analysis of the health and wellbeing status of individuals, communities, and global societies incorporates health determinants, inequities, barriers, and strategies. Students explore principles, frameworks, models, and theories relating to health and wellbeing.

CHILD STUDIES

2CSD10

2CSD20

This subject focuses on children's growth and development from conception to eight years. Students critically examine attitudes and values about parenting and caregiving, and gain an understanding of growth and development of children. They develop a variety of research, management and practical skills, and work independently and collaboratively to achieve common goals. Students investigate contemporary issues that are relevant to the health and wellbeing of children and their development.



SWAN (Students with Additional Needs)

STAGE 1 (Yr 11)

WORKPLACE PRACTICES

1WPS10

see Business section

RESPONSIBLE INDEPENDENT & INTERDEPENDENT LIVING

1ILN10(RA)

COMMUNITY STUDIES

1COM10

see Cross Disciplinary section



SWAN

WORKPLACE PRACTICES

1WPS10

Students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations. The subject may include the undertaking of vocational education and training (VET).

RESPONSIBLE INDEPENDENT & INTERDEPENDENT LIVING

1ILN10(RA)

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which to demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project.

