



Plympton International College
普林顿国际学校



**Government
of South Australia**
Department for Education

2024 Curriculum Guide

Welcome

This curriculum guide is designed to give important information to students and their families about the curriculum opportunities available at Plympton International College. This allows families of children in the middle years to take an informed, longer-term view in planning educational pathways into the senior years and beyond. Students and their families in the senior years are encouraged to use this information and subject selection processes to make informed decisions about courses linked to post school pathways. Each year level is colour coded for ease of use.

Reception – Year 6 (Primary Schooling)

Education in our primary school is focused on the development of the 'whole child' through our careful attention to the academic and social learning needs of each individual. Our staff work collaboratively to ensure our high- quality learning programs engage all students. A strong partnership with families is valued as an essential part of the growth process for our young learners. Being an R-12 College, our students have access to a range of specialist facilities that enrich and deepen their learning.

Years 7 – 9 (Middle Schooling)

Students from year 7 transition successfully into the middle school. Our middle school program and structure are designed to specifically engage and guide our young adolescents through the important transition from primary to secondary schooling. Through the Australian Curriculum, we design the learning experience to be relevant, rigorous and reflective of individual needs and interests.

Years 10 – 12 (Senior Schooling)

Our senior school students, years 10-12, are emerging young adults, each with personalised learning requirements and aspirations. We offer a comprehensive and broad range of Australian Curriculum, SACE and Vocational subjects to ensure all students are able to engage in meaningful, rigorous and relevant learning to support their future pathways.

Chinese Bilingual School

Plympton International College was successfully chosen to become the first South Australian Chinese Bilingual College. Evidence shows bilingual students have a competitive edge when leaving school, together with a deep cultural and global understanding. Our Chinese (Mandarin) Bilingual program equips students with transferrable skills to successfully interact and engage in a competitive globalized world. Most bilingual students can be expected to reach higher levels of second language proficiency than students in other school-based language programs.

Subject Selection

The subject selection process occurs during Term 3. Students and families will have access to this guide via the school website and subject teachers will talk with students about the subjects that are available and will answer questions that arise. Students will work with home group teachers in Pastoral Care to undertake subject selection as part of the Career Strategy program. Students will be able to select subjects online via Web Preference on the school website.

We encourage parents/carers to contact the college for information and assistance throughout the process. Every effort will be made to meet student choices; this is always dependent on the choices and the availability of teachers. We are an active member of the Western Adelaide Secondary Schools Network which provides our students with increased opportunities, as valuable partnerships exist between member schools to ensure viable classes and expand learning options.

To have a challenging, achievable and enjoyable course of study over the coming year is vital for student engagement and to encourage students to strive for excellence in their learning.

For further information about our school curriculum offerings please visit our website at: www.plymptoncollege.sa.edu.au or contact the school on 8297 0488.

We look forward to working with you and your family during the subject selection process.

Amy Whyte

Principal

Plympton International College



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The Arts

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Visual Art 1 Term	Visual Art 1 Semester	Visual Art 1 Semester	Visual Art 1 Semester	Visual Art A 10 Credits	Visual Art – Art / Design 20 Credits
				Visual Art – Art / Design A & B 10 Credits each	
			Creative Art – Digital Photography 10 Credits	Creative Art – Digital Photography 10 Credits	Creative Art – Digital Photography 20 Credits
Drama 1 Term	Drama 1 Semester	Drama 1 Semester	Drama 1 Semester	Drama A & B 10 Credits each	Drama 20 Credits
Music 1 Term	Music A & B Full Year	Music A & B Full Year	Music A & B Full Year	Music Experience A & B 10 Credits each	Music Performance – Ensemble 10 Credits
					Music Performance – Solo 10 Credits
					Music Explorations 20 Credits
		Dance 1 Semester	Dance 1 Semester		

Cross Disciplinary

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
			Exploring Identities and Futures (EIF) 1 Semester	Research Project 10 Credits	
				Workplace Practices A and/or B 10 Credits	Workplace Practices 20 Credits

Health and Physical Education (H&PE)

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Health & PE 1 Semester	Health & PE 1 Semester	Health & PE 1 Semester	Health & PE 1 Semester or Health & Rec 1 Semester	Physical Education A & B 10 Credits each	Physical Education 20 Credits
		Physical Education 1 Semester	Physical Education 1 Semester	Physical Education A & B 10 Credits each	Physical Education 20 Credits
				AFL Multicultural Power Cup (Integrated Learning)	
			Outdoor Education 1 Semester		

Humanities and Social Sciences (HASS)

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HASS 2 Semesters	HASS 2 Semesters	HASS 2 Semesters	History 1 Semester	Modern History 10 Credits	Modern History 20 Credits
			Geography 1 Semester		
			Civics and Business in Action 1 Semester	Legal Studies 10 Credits	Legal Studies 20 Credits
				Business Innovation 10 Credits	Business Innovation 20 Credits
Chinese Bilingual Pathway (HASS) 2 Semesters	Chinese Bilingual Pathway (HASS) 2 Semesters	Chinese Bilingual Pathway (HASS) 2 Semesters	Chinese Bilingual Pathway (History) 1 Semester		
Chinese Immersion Pathway (HASS) 2 Semesters	Chinese Bilingual Pathway (HASS) 2 Semesters	Chinese Bilingual Pathway (HASS) 2 Semesters	Chinese Immersion Pathway (History) 1 Semester		

English

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English 2 Semesters	English 2 Semesters	English 2 Semesters	English 2 Semesters	English 20 Credits	English 20 Credits
				Essential English 20 Credits	Essential English 20 Credits

Languages (Chinese)

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Chinese Beginner 2 Semesters	Chinese 2 Semesters	Chinese 2 Semesters	Chinese 2 Semesters or	Stage 1 Chinese Continuers A & B 10 Credits each	Stage 2 Chinese Continuers A&B 20 Credits
			Chinese Language and Culture 1 Semester		
Chinese Bilingual Pathway 2 Semesters	Chinese Bilingual Pathway 2 Semesters	Chinese Bilingual Pathway 2 Semesters	Chinese 2 Semesters or	Stage 1 Chinese Continuers A & B 10 Credits each or	Stage 2 Chinese Continuers A&B 20 Credits
			Stage 1 Chinese Continuers A&B 10 Credits each (Acceleration)	Stage 2 Chinese Continuers A&B 20 Credits (Acceleration)	
Chinese Immersion Pathway 2 Semesters	Chinese Immersion Pathway 2 Semesters	Chinese Immersion Pathway 2 Semesters	Chinese 2 Semesters or	Stage 1 Chinese Continuers A & B 10 Credits each or	Chinese A & B (Background) 20 credits (Acceleration)
			Stage 1 Chinese Continuers A&B (Acceleration)	Stage 2 Chinese Continuers A&B 20 Credits (Acceleration)	

Mathematics

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics 2 Semesters	Mathematics 2 Semesters	Mathematics 2 Semesters	Mathematics 2 Semesters	Essential Mathematics A & B 10 Credits each	Essential Mathematics 20 Credits
				General Mathematics A &/or B 10 Credits each	General Mathematics 20 Credits
				Mathematics A, B, C & D 10 Credits each	Mathematical Methods 20 Credits
					Specialist Mathematics 20 Credits

Sciences

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Science 2 Semesters	Science 2 Semesters	Science 2 Semesters	Science 2 Semesters	Biology A & B 10 Credits each	Biology 20 Credits
				Scientific Studies (Human Biology) 10 Credits	
				Chemistry A & B 10 Credits each	Chemistry 20 Credits
				Physics A & B 10 Credits each	Physics 20 Credits
				Psychology A 10 Credits	Psychology 20 Credits
				Nutrition A 10 Credits	Nutrition 20 Credits

Technology

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Digital Technologies 1 Term	Digital Technologies 1 Term	Digital Technologies 1 Semester	Technology Advanced Systems & Control (Robotics) 1 Semester	Technology Systems & Control (Robotics) 10 Credits	
		Technology Advanced Technologies 1 Semester			
			Technology Materials 1 Semester	Design & Technology – (Material Products) 10 Credits	Design & Technology – (Material Products) 20 Credits
Food Technology 1 Term	Food Technology 1 Term	Food Technology 1 Semester	Food Technology 1 Semester or Certificate 1 Hospitality 10 Credits	Food & Hospitality A & B 10 Credits each	Food & Hospitality 20 Credits

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

**SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)**

YEAR 11

YEAR 12

**VOCATIONAL EDUCATION
TRAINING (VET)**



Middle Years Curriculum

Our middle years approach to students in Year 7, 8 and 9 is aimed at best meeting the learning needs of young adolescents and to provide a foundation for future studies. Students focus on developing key skills across the middle years needed for successful transition into the senior years. Students study a wide ranging curriculum aligned with the Australian Curriculum.

In 2023, Year 7, 8 and 9 students will have the unique opportunity to participate in the Chinese Immersion Program. The Immersion Program will enable students to continue the study of Chinese as well as studying Chinese through practical activities in the subject of Humanities and Social Sciences (HASS).

At Year 7, 8 and 9 students study subjects from the following curriculum areas:

- English
- Mathematics
- Science
- Humanities and Social Sciences (HASS)
- Health and Physical Education (H&PE)
- Languages – Chinese
- The Arts (Drama, Music, Art and Dance)
- Technology (Design Technology and Food Technology)

The information in this guide will provide you with a clear understanding of the objectives, skills and abilities each student should develop in each course. Students and/or parents who require advice about specific choices should consult the home group teacher and/or appropriate Year Level Manager. Students receive feedback on their personal and academic progress through four end of term reports, and at Parent, Student and Teacher interview nights.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

Arts Rotation (11)

Chinese (12)

English (13)

Health & Physical Education (13)

Humanities & Social Sciences (14)

Mathematics (14)

Science (15)

Technology (15)

YEAR 8

YEAR 9

YEAR 10

**SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)**

YEAR 11

YEAR 12

**VOCATIONAL EDUCATION
TRAINING (VET)**

Year 7

Subject Pattern

SEMESTER 1	SEMESTER 2
English	English
Mathematics	Mathematics
Science	Science
HASS	HASS
Chinese	Chinese
H&PE	Technology
Drama Food Technology Visual Arts Music	

- English 2 Semesters
- Mathematics 2 Semesters
- Science 2 Semesters
- Humanities and Social Sciences (HASS) 2 Semesters
- Chinese 2 Semesters
- Health & Physical Education 1 Semester
- Digital Technology/Food Technology 1 Semester (1 Term each)
- Drama 1 Term
- Visual Arts and Music 1 Semester (1 Term each)

Arts Rotation

Drama

1 Term

Course Description

Students will develop an understanding of the dramatic elements, process and purpose of Drama. Workshop activities will focus on developing expressive skills and techniques in voice and movement through exploration of story-telling traditions. Key components of the course are communication skills, confidence building, collaboration and reflection.

Assessment

- Workshop and Performance
- Responding to Drama: process, reflection and evaluation

Music

1 Term

Course Description

This course aims to provide students with a basic understanding and develop skills in the core elements of Music. Students will learn to read simple notation and learn percussion, guitar and keyboard basics. Opportunities will also be provided for students to perform in small groups in front of the class. They will also explore instruments of the orchestra and develop basic compositional techniques.

Assessment

A variety of assessment including theory and practical tasks (reviews, theory assessments, compositions and practical performances).

Special Requirements

Instrumental lessons are encouraged for students who wish to continue with Music the following year to develop their skills in their chosen instrument and for future performance assessments.

Visual Art

1 Term

Course Description

Students are introduced to the elements of Visual Art practice by experimenting with media, materials and techniques. They will develop skills to enable them to reflect, analyse and evaluate artworks. Practical and theory work focuses on an understanding of the elements of art through activities such as drawing, painting, sculpture and digital design.

Assessment

A variety of assessment tasks including theory and practical:

- Theory – Analysis and colour theory
- Practical – 2D and 3D practical experimentation

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

Arts Rotation (11)

Chinese (12)

English (13)

Health & Physical Education (13)

Humanities & Social Sciences (14)

Mathematics (14)

Science (15)

Technology (15)

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

YEAR 11

YEAR 12

VOCATIONAL EDUCATION TRAINING (VET)

Chinese

Course Description

Communication and Understanding are the two key strands of the Australian Curriculum: Chinese. Students will learn purposeful communication through socialising, informing, creating, translating and reflecting. Students can extend their understanding of language and culture through the systems of language, language variation and change and the roles of language and culture. ICT, concept based learning and opportunities to have authentic engagement with local and overseas communities will be provided.

Students use Chinese for self-expression, to access new information, and to share their knowledge and experiences with others. Pinyin remains an important tool for learning the characters and therefore is considered important in this year level. Students will engage in inquiry based learning experiences in order to increase their abilities to communicate in an increasingly global context.

At Plympton International College, students are provided the following Chinese pathways:

Chinese Beginners pathway:

This pathway is aimed at students with minimal or no prior Chinese learning experience. Students will be introduced to the distinct systems of writing and speaking in Chinese.

Regardless of entry point, students will be supported to develop autonomy as language learners and users, to self-monitor and to adjust language in response to their experiences in diverse context.

Chinese Bilingual pathway: It is designed to support the learning of HASS in Chinese and is aimed at students who have participated in the bilingual program previously or with an age of appropriate level of Chinese.

Chinese Immersion pathway:

This pathway is not a prerequisite that students have studied Chinese at primary school or are of Chinese background. This program aims to take students on a journey, immersed in Chinese from the beginning. They develop high levels of Chinese language together with a growth in understanding of concepts and perspectives in Humanities.

The Chinese Immersion Program reflects Plympton International College's strong commitment to internationalism by recognising the importance of language learning in developing global citizens. The Chinese Immersion Program supports students in Years 7 – 10 to develop high levels of language proficiency and intercultural understanding, whilst offering students a unique and explicit approach to exploring concepts and content in the Humanities program.

Features of the Chinese

Immersion / Bilingual pathway:

In the Immersion / Bilingual pathway students study Chinese whilst learning HASS through Chinese as an integrated program in Years 7 – 10. Student will learn new vocabulary and grammar that will facilitate their understanding of the HASS subject. It is anticipated that these students will then study SACE Stage 1 Chinese in year 10 and beyond.

In this pathway, students accelerate their learning of Chinese and HASS through both subjects. The learning is carefully structured and sequenced to foster success in both subjects, at the same time building students critical thinking and problem-solving skills in a safe and collaborative environment. This means that students can quickly feel confident to develop the necessary language skills for successful participation in both subjects.

Student Commitment: *Prospective students must be motivated with a desire to excel and be challenged. The students need to be able to work and respond well in challenging learning environments, enjoy taking risks, have strong problem-solving skills and be open to new ideas. It is also desirable that prospective students have strong literacy skills.*

Students are expected to commit to the full four-year program

Assessment

A range of theory and practical tasks including written and oral formative and summative tasks.

English

Course Description

This course is aligned with the Australian Curriculum. Task design and assessment comply with the Achievement Standards and Content Descriptors at Year 7 level. Students will develop a range of skills in literacy, the study of literature and the capacity to use language in a wide range of ways for a variety of purposes and audiences.

Students undertake a range of activities including the study of language through the

- Explicit teaching of writing text types
- Introduction to the formal study of literature
- Expansion of oral skills
- Expansion of ICT skills

A focus on international thinking in major studies develops students as global citizens.

Assessment

Students are required to complete a broad range of tasks that reflect their understanding of the content, ability to effectively organise thoughts and structure a response and an ability to use language accurately and appropriately in a range of modes and forms.

Health and Physical Education

1 Semester

Course Description

Students learn through movement with key focuses on 4 units; Fair Play Challenge and Initiative Games, Refining Movement Skills (Athletics), Bend and Flex Health and Fitness and Invasion Games (Team Partnu). Students are involved in practical activities, spending two to three weeks on each sport. This aspect of the course will focus on skills, rules and tactics. The likely sports to be covered are: AFL/Team Partnu, Athletics and Teeball. In Health, students learn how to take positive action to enhance their own and others' health, safety and wellbeing. Topics include: Relationships, Growth and Development and Drugs..

Assessment

A variety of assessment tasks including:

- Physical Education – skill development and tactical awareness, focussing on participation and effort.
- Health – theory and oral task, group discussions and activities.

Special Requirements

Plympton International H&PE uniform – shirt and shorts.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

Arts Rotation (11)

Chinese (12)

English (13)

Health & Physical Education (13)

Humanities & Social Sciences (14)

Mathematics (14)

Science (15)

Technology (15)

YEAR 8

YEAR 9

YEAR 10

**SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)**

YEAR 11

YEAR 12

**VOCATIONAL EDUCATION
TRAINING (VET)**

Humanities & Social Sciences (HASS)

Course Description

Students will undertake a full year of HASS, comprised of History, Geography, Economics and Business, and Civics and Citizenship. Using inquiry based learning and critical thinking, HASS encourages students to deeply examine issues, ideas and events that have shaped our world and to critically challenge ideas and assumptions in order to participate positively in our community.

The course will be delivered through investigations of The Ancient World, Water and the World, Place and Liveability, the Australian Government and Legal Systems, Consumerism, and Business Resources.

Assessment

A variety of assessment including research, note taking, inquiry work, oral skills, class contributions, written responses (including essays) and ICT.

Mathematics

Course Description

Year 7 Mathematics enables students to further develop their understanding of mathematical ideas and procedures and promotes effective use of mathematical literacy. There is an emphasis on consolidating basic mathematical techniques which can then be extended to more complex procedures, according to individual student's level of understanding. Problem solving skills are developed in a range of real life contexts. Technology is used to facilitate some procedures. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are developed across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability

Assessment

A variety of assessment tasks will provide a range of opportunities for students to demonstrate their skill and understanding levels against the Year 8 Achievement Standard for Mathematics.

Special Requirements

Scientific Calculator.

Science

Course Description

Students study a variety of topics in the areas of Biology, Chemistry, Earth and Space Science and Physics. They are able to improve their understanding of scientific concepts and learn how these are applied to practical situations.

Students develop introductory inquiry skills such as questioning and predicting, planning and conducting investigations, analysing data and information, evaluating and communicating. They appreciate Science as a human endeavour which has relevance to everyday life.

Assessment

A variety of summative and formative tasks including: Investigations and skills and application tasks, such as practical reports and tests.

Technology

Food Technology

Course Description

This course aims to develop creative and innovative problem solving. Students will analyse problems, design and create solutions and evaluate their outcomes. Students will learn about food safety, equipment safety, sustainability, preparation & production of healthy recipes. Students will investigate how to keep their bodies healthy, including healthy eating, reading nutritional labels; the benefits of different ingredients and products. Including how products evolve locally, regionally and globally.

Assessment

A variety of assessment tasks including: cooking practicals, knife skills, quizzes, research assignment, action plan and evaluation.

Technology

Course Description

Students will be introduced to a range of topics in Technology and Engineering. They will engage in inquiry-based learning, applying critical and creative thinking strategies to solve complex contemporary problems. Students will investigate and make decisions of suitable materials and manufacturing techniques to display their designed prototype solutions. A variety of Computer Aided Manufacturing (CAM) equipment such as 3D printers, laser cutters and Computer Numerically Controlled (CNC) vinyl cutters are available for student use. Students will be introduced to coding and how it is used today in a variety of forms such as web design and robotic programming.

Assessment

A range of theory and practical tasks including investigation, planning, construction and evaluation recorded in a digital folio.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

Arts (17)

Chinese (18)

English (19)

Health & Physical Education (19)

Humanities & Social Sciences (19)

Mathematics (20)

Science (20)

Technology (21)

YEAR 9

YEAR 10

**SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)**

YEAR 11

YEAR 12

**VOCATIONAL EDUCATION
TRAINING (VET)**

Year 8

Subject Pattern

SEMESTER 1	SEMESTER 2
English	English
Mathematics	Mathematics
Science	Science
HASS	HASS
Chinese	Chinese
Digital Technology / Food Technology	H&PE
Arts Elective	Arts Elective

Compulsory Subjects

- English 2 semesters
- Mathematics 2 semesters
- Science 2 semesters
- Humanities and social sciences (HASS) 2 semesters
- Chinese 2 semesters
- Health & Physical Education 1 semester
- Arts 1 semester
- Technologies 1 semester

Electives

- Dance
- Drama
- Visual Art
- Music
- Food Technology
- Technology

Arts Electives

Dance

1 Semester

Course Description

Students will continue to develop skills and experiment with the elements of dance (body, action, space, time, energy and relationships). Class activities and workshops will further develop dance skills and processes that express meaning through purposeful movement. Students will engage in dance experiences and research, which focus on different types of dance genres and styles including traditional, social, ritual and cultural. Students will create and develop compositions that demonstrate technique and convey purpose through choreographic intent. They will reflect on their skill development.

Assessment

A variety of theoretical and practical assessment tasks:

- Practical- Workshops and compositions.
- Theory- Responding to Dance: Research and Reflections

Drama

1 Semester

Course Description

Through drama, students will build on their understanding of role, character and relationships and develop their use voice and movement to sustain character and situation when performing. Students will shape drama for audiences using narrative and non-narrative dramatic forms and production elements. Through practical learning tasks, students will draw on drama from a range of cultures, times and locations as they experience drama. By reviewing performances they see, students will explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama.

Assessment

- Workshop and Performance
- Responding to Drama: process, reflection and evaluation

Music

1 Semester

Course Description

This course aims to provide students with a basic understanding and develop skills in the core elements of Music. Students will learn to read simple notation and play basic keyboard, guitar and drum kit. Opportunities will also be provided for students to perform in small groups in front of the class. They will also explore Australian music culture and develop basic compositional techniques.

Assessment

A variety of assessment tasks including: practical performances, reviews, theory assessments, compositions.

Special Requirements

Instrumental lessons are encouraged for students who wish to continue with Music the following year to develop their skills in their chosen instrument and for future performance assessments.

Visual Art

1 Semester

Course Description

Students are introduced to the elements of Visual Art practice by experimenting with media, materials and techniques. They will develop skills to enable them to reflect, analyse and evaluate artworks. Practical and theory work focuses on an understanding of the elements of art through activities such as drawing, painting, sculpture and digital design.

Assessment

A variety of assessment tasks including theory and practical:

- Theory – Analysis and colour theory
- Practical – 2D and 3D practical experimentation

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

Arts (17)

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Health & Physical Education (19)

Humanities & Social Sciences (19)

Mathematics (20)

Science (20)

Technology (21)

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

YEAR 11

YEAR 12

VOCATIONAL EDUCATION
TRAINING (VET)

Chinese

Course Description

This specialist Chinese program aims to engage students globally through intensive lessons of the Chinese language. This course is specifically designed through university research and evaluation to suit the school's bilingual program. Students will be supported towards achieving high levels of Chinese language proficiency and intercultural understanding.

Communication and Understanding are the two key strands of the Australian Curriculum: Chinese. Students will learn purposeful communication through socialising, informing, creating, translating and reflecting. Students can extend their understanding of language and culture through the systems of language, language variation and change and the roles of language and culture. ICT, concept based learning and opportunities to have authentic engagement with local and overseas communities will be provided.

Students use Chinese for self-expression, to access new information, and to share their knowledge and experiences with others. Students will engage in inquiry based learning experiences in order to increase their abilities to communicate in an increasingly global context.

At Plympton International College, students are provided the following Chinese pathways:

Chinese Language pathway: This pathway continues to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

Chinese Bilingual pathway: In the Bilingual pathway students continue to study Chinese whilst learning HASS through Chinese as an integrated program. Student will learn new vocabulary and grammar that will facilitate their understanding of the HASS subject. It is anticipated that these students will then study SACE Stage 1 Chinese in year 10 and beyond.

Assessment

A range of theory and practical tasks including written and oral formative and summative tasks.

English

Course Description

This course is aligned with the Australian Curriculum and task design and assessment comply with the Achievement Standards and Content Descriptors at Year 8 level. Students will develop a range of skills in literacy, the study of literature and the capacity to use language in a wide range of ways for a variety of purposes and audiences.

Students undertake a range of activities including the study of language through the

- Explicit teaching of writing text types
- Introduction to the formal study of Literature
- Expansion of oral skills
- Expansion of ICT skills

A focus on international thinking in major studies develops students as global citizens.

Assessment

Students are required to complete a broad range of tasks that reflect their understanding of the content, ability to effectively organise thoughts and structure a response and an ability to use language accurately and appropriately in a range of modes and forms.

Health and Physical Education

1 Semester

Course Description

Students learn through movement with key focuses on 4 units; Net/Wall Concepts, Striking and Fielding, Dodge and Go-Improvement in Invasion Games and Games Making. Students are involved in practical activities, spending two to three weeks on each sport. This aspect of the course will focus on skills, rules and tactics. The likely sports to be covered are: Volleyball, Badminton, Touch, Frisbee, AFL, Cricket, Teeball and Table Tennis, In Health, students learn how to take positive action to enhance their own and others' health, safety and wellbeing. Topics include: Relationships, Growth and Development, Mental Health.

Assessment

A variety of assessment tasks including:

- Physical Education – skill development and tactical awareness, focussing on participation and effort.
- Health – theory and oral task, group discussions and activities.

Special Requirements

Plympton International H&PE uniform – shirt and shorts.

Humanities & Social Sciences (HASS)

Course Description

Students will undertake a full year of HASS, comprised of History, Geography, Economics and Business, and Civics and Citizenship. Using inquiry based learning and critical thinking, HASS encourages students to deeply examine issues, ideas and events that have shaped our world and to critically challenge ideas and assumptions in order to participate positively in our community.

The course will be delivered through investigations of The Medieval World, Landforms and Landscapes, Reshaping the Nation, Australian Democracy and Parliamentary System, and Contemporary Markets.

Assessment

A variety of assessment including research, note taking, inquiry work, oral skills, class contributions, written responses (including essays) and ICT.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

Arts (17)

Chinese (18)

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YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

YEAR 11

YEAR 12

VOCATIONAL EDUCATION
TRAINING (VET)

Mathematics

Course Description

Year 8 Mathematics enables students to build on their current understanding of mathematical ideas and techniques and to develop mathematical literacy. There is an emphasis on consolidating basic mathematical procedures which can then be extended to more complex procedures. Students develop their problem solving techniques in a range of real life contexts. Where appropriate they use technology to facilitate some procedures. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are developed across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Assessment

A variety of assessment tasks including: Skills and Applications tasks, directed investigations.

Special Requirements

Scientific Calculator.

Science

Course Description

Students study a variety of topics in the areas of Biology, Chemistry, Earth and Space Science and Physics. They are able to improve their understanding of scientific concepts and learn how these are applied to practical situations. Students develop inquiry skills such as questioning and predicting, planning and conducting investigations, analysing data and information, evaluating and communicating. They appreciate Science as a human endeavour which has relevance to everyday life.

Assessment

A variety of summative and formative tasks including: Investigations and skills and application tasks, such as practical reports and tests.

Technology

Food Technology

Course Description

Students will learn about food safety, preparation, equipment safety, sustainability, healthy eating, coronary heart disease and lifestyle choices. Students use the design process to promote successful outcomes when cooking with a wok. Students employ strategies to evaluate their skills and abilities for future improvements.

Assessment

A variety of assessment tasks including: Cooking practicals, knife skills, quizzes, action plans and evaluations.

Technology

Course Description

Students are introduced to a variety of skills and processes relevant to Technology and Engineering. Students will develop critical and creative thinking skills through inquiry-based learning projects. Students use the Engineering Design Cycle to develop and test prototypes leading to design solutions incorporating the use of Computer Numerically Controlled (CNC) machines, traditional manually operated machinery and hand tools to meet various challenges. Students will be introduced to 3D drawing software (Computer Aided Design – CAD) and continue to develop traditional hand drawing communication skills.

Assessment

A range of theory and practical tasks including Investigation, planning, construction and evaluation recorded in a digital folio.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

Arts (23)

Chinese (24)

English (25)

Health & Physical Education (25)

Humanities & Social Sciences (26)

Mathematics (26)

Science (27)

Technology (27)

YEAR 10

**SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)**

YEAR 11

YEAR 12

**VOCATIONAL EDUCATION
TRAINING (VET)**

Year 9

Subject Pattern

SEMESTER 1	SEMESTER 2
English	English
Mathematics	Mathematics
Science	Science
HASS	HASS
Chinese	Chinese
H&PE	Elective
Elective	Elective

Compulsory Subjects

- English 2 Semesters
- Mathematics 2 Semesters
- Science 2 Semesters
- Humanities and Social Sciences (HASS) 2 Semesters
- Chinese 2 Semesters
- Health & Physical Education 1 Semester

Electives

Students choose three electives for 1 Semester each, other than Music which is a full year subject.

- Dance
- Drama
- Food Technology
- Physical Education (Elective)
- Music (full year)
- Technologies: Digital/Multi Media
- Technology: Advanced Technologies
- Visual Art

Arts

Dance

1 Semester

Course Description

Students will build upon the skill and knowledge from Year 7 and 8, developing an awareness of the body and how it is used in dance styles. Students will extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions. Students will extend the combinations of fundamental movement skills to include dance style-specific movement skill increasing their confidence, accuracy, clarity of movement and projection.

Assessment

A variety of assessment tasks both practical and theory.

- Workshops and compositions
- Responding to Dance: Research and Reflections

Drama

1 Semester

Course Description

Students refine their collaboration skills while developing self-devised, polished performances based on a range of dramatic texts and styles. Performances are shaped by the application of the elements of drama within selected social, cultural and historical settings. Students explore theatrical processes resulting in a group production. They develop multimodal responses to analyse and evaluate their own work, dramatic practitioners, and live theatre.

Assessment

- Workshop and Performance.
- Responding to Drama: process, reflection and evaluation.

Special Requirements

\$20 for theatre excursions.

Music

Full Year

Course Description

Students develop their knowledge, understanding and application of the elements of music through performances, compositions, music exploration and music literacy tasks. On their preferred instrument, students will interpret, rehearse, and perform solo and ensemble repertoire to share their music and enhance their performance skills. In addition, students will build on foundational musicianship components such as aural skills, music reading and writing, and music terminology. An in depth understanding of these will assist students in written and practical assessments, and their wholistic development as a musician.

Assessment

A variety of tasks including: Solo and ensemble assessments, theory assessments, reviews and composition.

Special Requirements

Instrumental lessons are expected to be undertaken by students who wish to continue with Music the following year to develop their skills in their chosen instrument and for future performance assessments.

Visual Art

1 Semester

Course Description

This course provides students with a deeper understanding of the elements and principles of art and how they are used to manipulate space, create optical illusions in 2D & 3D artwork and a basic introduction to Design. A particular focus is placed on describing, analysing and interpreting the uses, elements and principles in artists' works. Students are encouraged to express their own ideas and investigate new techniques and methods through activities such as drawing, painting, sculpture and digital design.

Assessment

A variety of assessment tasks including theory and practical:

- Theory – History of art (movements) and critical analysis and reflection of art works.
- Practical – 2D and 3D practical experimentation.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

Arts (23)

Chinese (24)

English (25)

Health & Physical Education (25)

Humanities & Social Sciences (26)

Mathematics (26)

Science (27)

Technology (27)

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

YEAR 11

YEAR 12

VOCATIONAL EDUCATION
TRAINING (VET)

Chinese

Course Description

Communication and Understanding are the two key strands of the Australian Curriculum: Chinese. Students will learn purposeful communication through socialising, informing, creating, translating and reflecting. Students can extend their understanding of language and culture through the systems of language, language variation and change and the roles of language and culture. ICT, concept based learning and opportunities to have authentic engagement with local and overseas communities will be provided.

Students use Chinese for self-expression, to access new information, and to share their knowledge and experiences with others. Students will engage in inquiry based learning experiences in order to increase their abilities to communicate in an increasingly global context.

At Plympton International College, students are provided the following Chinese pathways:

Chinese Language pathway: This pathway continues to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

Chinese Bilingual pathway: In the Bilingual pathway students continue to study Chinese whilst learning HASS through Chinese as an integrated program. Student will learn new vocabulary and grammar that will facilitate their understanding of the HASS subject. It is anticipated that these students will then study SACE Stage 1 Chinese in year 10 and beyond.

Assessment

A range of theory and practical tasks including written and oral formative and summative tasks.

English

Course Description

Students undertake a range of activities including the study of language through the:

- Explicit teaching of writing text types
- Introduction to the formal study of Literature
- Expansion of oral skills
- Expansion of ICT skills

A focus on International thinking in major studies develops students as global citizens.

Assessment

Students are required to complete a broad range of tasks that reflect their understanding of the content, ability to effectively organise thoughts and structure a response and an ability to use language accurately and appropriately in a range of modes and forms.

Health & Physical Education

Health and Physical Education

1 Semester

Course Description

Students learn through movement with key focuses on units; Team Transfer (Invasion Games), Striking and Fielding and Lifelong Physical Activity Wellbeing and Fitness.

Students are involved in practical activities, spending two to three weeks on each sport. This aspect of the course will focus on skills, rules and tactics. The likely sports to be covered are: Indoor Soccer, Table tennis, Gaelic/ AFL, Hockey, Basketball and Teeball. In Health, students learn how to take positive action to enhance their own and others' health, safety and wellbeing. Topics include: Relationships, Sexual Health, Alcohol and Drugs.

Assessment

A variety of assessment tasks including:

- Physical Education – skill development and tactical awareness, focussing on participation and effort.
- Health – theory and oral task, group discussions and activities.

Special Requirements

Plympton International H&PE uniform – shirt and shorts (RED).

Physical Education (Elective)

1 Semester

Course Description

Students learn through movement with key focuses on 4 units; Runs a Plenty (Striking and Fielding), Speedball and GPS Data Analysis, Badminton Analysis and Fitness.

Students are involved in practical activities, spending four weeks on each sport. This aspect of the course will focus on tactical awareness and a greater emphasis on skill development. The likely sports to be covered are: Volleyball, Indoor Soccer, Netball, Badminton and Touch. Two theory lessons each week will focus on Sports fitness, nutrition and games analysis.

Assessment

A variety of assessment tasks including:

- Physical Education – skill development and tactical awareness, focussing on participation and effort.
- Health – theory and oral task, group discussions and activities.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

Arts (23)

Chinese (24)

English (25)

Health & Physical Education (25)

Humanities & Social Sciences (26)

Mathematics (26)

Science (27)

Technology (27)

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

YEAR 11

YEAR 12

VOCATIONAL EDUCATION
TRAINING (VET)

Humanities & Social Sciences (HASS)

Course Description

Students are able to undertake a full year of HASS, comprised of History, Geography, Economics and Business, and Civics and Citizenship. Using inquiry based learning and critical thinking, HASS encourages students to deeply examine issues, ideas and events that have shaped our world and to critically challenge ideas and assumptions in order to participate positively in our community.

The course will be delivered through investigations of The Modern World, Biomes and Food Security, Exploring Interconnections, Australian Systems of Government and the Influence of the Media, Australia as a Trading Nation, and Global Economics.

Assessment

A variety of assessment including research, note taking, inquiry work, oral skills, class contributions, written responses (including essays) and ICT.

Mathematics

Course Description

Year 9 Mathematics continues to build an understanding of mathematical ideas and techniques and further develops mathematical literacy and problem solving skills applied in a range of real life contexts. Students use technology to facilitate some procedures.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are developed across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Assessment

A variety of assessment tasks including: Skills and Applications tasks, directed investigations.

Special Requirements

Scientific Calculator.

Science

Course Description

Students study a variety of topics in the areas of Biology, Chemistry, Earth and Space Science and Physics. They are able to improve their understanding of scientific concepts and learn how these are applied to practical situations. Students develop inquiry skills such as questioning and predicting, planning and conducting investigations, analysing data and information, evaluating and communicating. They appreciate Science as a human endeavour which has relevance to everyday life.

Assessment

A variety of summative and formative tasks including: Investigations and skills and application tasks, such as practical reports and tests.

Technology

Food Technology

1 Semester

Course Description

Food and culture: Students develop appropriate skills and knowledge in relation to food, nutrition and food preparation. Students learn about multi-cultural food and its impact on Australian cuisine and culture. Through research and practical tasks students explore the use and tastes of spices and how these have become a part of the Australian cuisine.

Assessment

A range of theory and practical tasks including: Practical cooking session, theory tasks, action plan, evaluations, reflection and research assignment.

Technology: Digital Technologies

1 Semester

Course Description

Students will continue to develop their skills in Technology and Engineering with a focus in three key areas of technology: CAM, electronics and robotics. Industry standard drawing software will be used to communicate design solutions and sent to various Computer Numerically Controlled (CNC) machines for prototype manufacture. Students will use a variety of electronic tools, software and equipment to create electronic circuits. Students will also focus on writing code to control robots for specific tasks in simulated real-life scenarios..

Assessment

A range of theory and practical tasks including investigation, planning, construction and evaluation recorded in a digital folio..

Technologies: Advanced Technologies

1 Semester

Course Description

Through a Technology and Engineering approach students will be presented with design challenges to develop practical solutions through critical and creative thinking strategies. Students will have access to industry standard 3D drawing software (Computer Aided Drawing and Design – CADD) to communicate their designed solutions, as well as traditional woodwork machinery and advanced manufacturing technology (Computer Aided Manufacturing – CAM) to model prototypes.

Assessment

A range of theory and practical tasks including investigation, planning, construction and evaluation recorded in a digital folio.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

Arts (29-31)

Cross-disciplinary - EIF (31)

Chinese (32-33)

English (33)

Health & Physical Education (33-34)

Humanities & Social Sciences (35)

Mathematics (36)

Science (36)

Technology (37)

**SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)**

YEAR 11

YEAR 12

**VOCATIONAL EDUCATION
TRAINING (VET)**

Year 10

Subject Pattern

SEMESTER 1	SEMESTER 2
English	English
Mathematics	Mathematics
Science	Science
History	EIF
Chinese or Chinese Language & Culture	Chinese or Elective
H&PE or Health & Recreation	Elective
Elective	Elective

Compulsory Subjects

- English 2 Semesters
- Mathematics 2 Semesters
- Science 2 Semesters
- Chinese or Chinese Language & Culture 2 Semesters
- History 1 Semester
- Health & Physical Education (HPE) or Health & Recreation 1 Semester
- Exploring Identities and Futures (EIF) Stage 1 compulsory

Electives

Students choose three electives for 1 Semester each, other than Music which is a full year subject.

- Civics and Business in Action
- Creative Art - Digital Photography
- Geography
- Visual Art
- Drama
- Dance
- Food Technology
- Music (full year)
- Outdoor Education
- Physical Education
- Technology: Material Technologies
- Technology: Advanced Systems and Control (Robotics)

Arts

Creative Art – Digital Photography

1 Semester

Course Description

Digital Photography will explore technologies that play a part in contemporary media. This will include Photoshop and an introduction to photography. Students will use communication technologies to creatively explore, make and interpret stories about people, ideas and the world around them.

Assessment

A variety of assessment tasks including individual and collaborative assignments.

Pathways

Provides background knowledge for Stage 1 Photography.

Visual Art

1 Semester

Course Description

This course serves as preparation for Stage 1 Visual Art. The practical component of the course will see students produce their own folios of work based on their interests and technical strengths. A particular focus is placed on the process and development of ideas. Theory will explore a critical analysis of the context and meaning in art works. Students are encouraged to express their own ideas and investigate new techniques before moving to the SACE Visual Art course.

Assessment

A variety of assessment tasks including a combination of practical exercises, assignment work, and folio work.

Pathways

Provides background knowledge for Stage 1 Visual Art.

Dance

1 Semester

Course Description

Students will be involved in creating, developing and presenting dance in small groups and as a class. They will participate in a range of dance technique genre workshops and gain knowledge in fitness, nutrition, anatomical language, body articulation and awareness. Students will utilise their knowledge, skills, understanding and confidence to develop skills in dance performance.

Assessment

- Individual and Group dance performances
- Responding to Dance: process, reflection and evaluation

Pathways

Provides background knowledge and skill for Stage 1 Dance.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

Arts (29-31)

Cross-disciplinary - EIF (31)

Chinese (32-33)

English (33)

Health & Physical Education (33-34)

Humanities & Social Sciences (35)

Mathematics (36)

Science (36)

Technology (37)

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

YEAR 11

YEAR 12

VOCATIONAL EDUCATION
TRAINING (VET)

Arts

Drama A&B

(1 or 2 Semesters – Choose
Drama A and B if you wish to do
Drama for a whole year)

Course Description

Students work collaboratively in on-stage and off-stage roles leading to a public performance. They will manipulate the elements of drama for meaning and theatrical effect. Analysis and evaluation of the production process will be presented in a multimodal format to showcase the student's learning. Students will respond to drama through text analysis and evaluation of dramatic concepts, methods, and styles.

Assessment

- Group Production
- Responding to Drama
- Creative Exploration of Dramatic Styles

Pathways

Provides background knowledge for Stage 1 Drama. Drama B is recommended for students who wish to complete a whole year of Drama in preparation for SACE Drama. The course will extend from Semester 1 as students form a production company to produce their own public performance

Special Requirements

\$20 – \$30 for theatre excursions. Out of school hours rehearsals will be required.

Music

Full Year

Desired Background

Successful completion of Grade One music theory and at least one year of instrumental tuition.

Course Description

Students develop their knowledge, understanding and application of the elements of music through performances, compositions, music exploration and music literacy tasks. On their preferred instrument, students will interpret, rehearse, and perform solo and ensemble repertoire to share their music and enhance their performance skills. In addition, students will build on foundational musicianship components such as aural skills, music reading and writing, and music terminology. An in depth understanding of these will assist students in written and practical assessments, and their holistic development as a musician.

Cross-Disciplinary

Exploring Identities and Futures

1 Semester

(compulsory Stage 1 credits)
SACE Credits 10

Course Description

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them. EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.

In this subject, students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning
- demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

Assessment

- Assessment Type 1: Exploring me and who I want to be
- Assessment Type 2: Taking action and showcasing my capabilities

Exploring Identities and Futures contributes 10 credits towards the SACE. Because it is compulsory, students must achieve a C grade or better.

Assessment

A variety of assessment tasks including: Solo and ensemble assessments, theory assessments, assignments, reviews, compositions.

Pathways

Provides background knowledge for Stage 1 Music.

Special Requirements

\$15 is required for a Grade Two Music Theory Book. Instrumental lessons are expected for students, either through the Instrumental Music Service or privately, who wish to study Music to develop and support their skills in their chosen instrument and for performance assessments. After school, weekend and holiday rehearsals might be required for performances and assessments. Excursions to live performances might incur a fee.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

Arts (29-31)

Cross-disciplinary - EIF (31)

Chinese (32-33)

English (33)

Health & Physical Education (33-34)

Humanities & Social Sciences (35)

Mathematics (36)

Science (36)

Technology (37)

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

YEAR 11

YEAR 12

VOCATIONAL EDUCATION TRAINING (VET)

Chinese

Chinese (Continuers) A&B

Full Year

Course Description

This pathway is aimed at students who have completed Chinese Languages courses Years 7 – 9. This pathway provides background knowledge for Stage 1 Chinese, and it is anticipated that these students will commit to a full year learning of Chinese.

The Chinese (Continuers) A & B language course follows the Australian Curriculum. Communication and Understanding are the two key Strands. Communication involves using the language for communicative purposes and includes the Sub strands: Socialising, Informing, Creating, Translating and Reflecting. Understanding develops skills with understanding language and culture and includes the Sub strands: Systems of Language, Language variation and change, the role of language and culture. Students engage in a range of learning and assessment activities using the 4 macro skills: speaking, reading, writing and listening and are provided with opportunities to develop these using ICT, concept based learning and a variety of other methodologies.

Themes covered in courses may include: Health and wellbeing, traveling and shopping, school life, living environment

Assessment

Many and varied formative and summative tasks (as per assessment plan) with an 'and 'end of year' exam (Internal – school assessed).

Pathways

Provides background knowledge for Stage 1 Chinese.

Chinese Language and Culture

1 Semester

Course Description

Chinese Studies is an interdisciplinary subject, specialising in Chinese culture, values and history through different concepts. Students explore and reflect on the ways in which culture is developed, expressed and communicated through cultural beliefs and history. Students develop and apply intercultural knowledge, understanding, and skills to produce designed solutions to identify needs or opportunities of relevance to regional and global communities.

This course provides students opportunities to develop their abilities to reflect on, evaluate, and discuss

contemporary issues. Students work independently, collaboratively and problem-solve to make connections with Chinese cultures to increase their global perspective.

Assessment

Students demonstrate learning through:

- Research
- Video Production
- Written tasks

English

Full Year

Course Description

This course is aligned with the Australian Curriculum and task design and assessment comply with the Achievement Standards and Content Descriptors at Year 10 level. This course is designed to provide a foundation in the fundamentals required for Senior English. Completion of this course will lead students to English in Stage One and Stage Two (approved for University entrance). Students will be required to analyse complex texts in depth, however the emphasis will be on providing a broad range of language experiences for students entering senior school.

- A study of a variety of text types such as novels, poetry, film or plays requiring text responses
- A study of various forms of text production
- Students will produce imaginative and analytical text

Assessment

Students will be assessed on the production of varied forms of written, multimodal and oral responses to analytical and imaginative tasks. There is an exam at the end of Semester 1 and 2. Students are assessed using the Australian Curriculum Achievement Standards.

Pathways

Stage 1 English Subjects

Health & Physical Education

Physical Education

1 Semester

Course Description

Students will participate in practical and theory work. They are involved in practical activities covering four sports over the semester. The course will focus on tactics, umpiring and technical skill development. The sports expected to be covered are volleyball, table tennis, netball and touch..

Assessment

A variety of assessment tasks including:

- Practical: skill development and tactical awareness.
- Theory: sports science research, tests and online quizzes.

Pathways

Provides background for Stage 1 Physical Education.

Special Requirements

Plympton International H&PE uniform – shirt and shorts.

Health and Physical Education

1 Semester

Course Description

Practical has two aspects. Sport Education where students are given a team based experience through a range of sports simulating a sports season with a focus on team work, leadership and umpiring. The second is a fitness unit where students experience a range of fitness activities. In Health, students learn how to take positive action to enhance their own and others' health, safety and wellbeing. Topics include: Relationships, Sexual Health, Health benefits of exercise.

Assessment

A variety of assessment tasks including:

- Physical Education – skill development and tactical awareness, focussing on participation and effort.
- Health – theory and oral task, group discussions and activities.

Pathways

Provides background knowledge for Stage 1 Physical Education.

Special Requirements

Plympton International H&PE uniform – shirt and shorts.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

Arts (29-31)

Cross-disciplinary - EIF (31)

Chinese (32-33)

English (33)

Health & Physical Education (33-34)

Humanities & Social Sciences (35)

Mathematics (36)

Science (36)

Technology (37)

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

YEAR 11

YEAR 12

VOCATIONAL EDUCATION
TRAINING (VET)

Health & Physical Education

Health and Recreation

1 Semester

Course Description

Practical has two aspects. Recreational activities in which the students participate in a variety of lifestyle activities developing healthy habits to enjoy an active lifestyle. The second is a fitness unit where students experience a range of fitness activities. In Health, students learn how to take positive action to enhance their own and others' health, safety and wellbeing. Topics include: Relationships, Sexual Health, Mental Health and Healthy Lifestyle Choices.

Assessment

A variety of assessment tasks including:

- Recreational Physical Education – skill development, participation, leadership and effort.
- Health – theory and oral task, involvement in group discussions and activities

Pathway

Provides background knowledge for a possible health pathway.

Special Requirements

Plympton International H&PE uniform – shirt and shorts.

Outdoor Education

1 Semester

Course Description

Practical has three aspects; Aquatics, Bushwalking and Rock Climbing. Natural environments provide for the breadth of learning that must be taught in order for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for this band of learning. Students attend various environments, usually National Parks, Aquatic Centres and Rock-Climbing facilities, provide for both personal and physical development. The development of these skills takes place in the school environment to prepare students for every opportunity for success.

Assessment

A variety of assessment tasks including:

- Performance in theory and practical formats. Performance checklists covering two strands: Movement and Physical Education, and Personal, Social and Community Health.

Pathway

Provides background knowledge for a possible health pathway.

Special Requirements

Plympton International H&PE uniform – shirt and shorts.

An additional fee of \$300 includes transport, hire of specialist equipment and facilities.

Humanities & Social Sciences

Civics & Business In Action

1 Semester

Course Description

Students explore the civics and citizenship, and business and Economics in Australia and how people can interact with both concepts to become active citizens in society. Content at this year level involves two strands: Knowledge and Understanding and Inquiry and Skills.

There are two depth studies:

1. Citizenship, Diversity and Representation

Students examine Australia's roles and responsibilities within the international context. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia, and the practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens.

2. Housing in Australia

Students investigate factors that influence individual, financial and economic decision-making in the housing market and examine the government's management of the economy to improve access to housing and the housing market. Students examine Australia's superannuation system, the factors that influence major consumer and financial decisions, and how these factors contribute to human and financial wellbeing.

Assessment

A variety of assessment tasks including: Research assignments, group work, and PowerPoint presentations.

Pathways

Provides background knowledge for Stage 1 Legal Studies and Stage 1 Business Innovation.

Geography

1 Semester

Course Description

Students explore the diversity of places, peoples, cultures and environments by questioning why the world is the way it is and their relationships and responsibilities for the world. The geography content at this year level involves two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills.

There are two depth studies:

1. Environmental Change and Management

Students investigate environmental geography through an in-depth study of a specific environment. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

2. Geographies of Human Wellbeing

Students investigate global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

Assessment

A variety of assessment tasks including: Research assignments, field study reports, group work, and PowerPoint presentations.

History

1 Semester

Course Description

Students study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. There are three depth studies:

1. World War II (1939-45)

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

2. Rights and Freedoms

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

3. The Globalising World

Students study one of these electives: Popular Culture or the Environment Movement or Migration Experiences.

Assessment

A variety of assessment tasks including: Research assignments, investigations, group work, PowerPoint presentations.

Pathways

Provides background knowledge for Stage 1 History

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

Arts (29-31)

Cross-disciplinary - EIF (31)

Chinese (32-33)

English (33)

Health & Physical Education (33-34)

Humanities & Social Sciences (35)

Mathematics (36)

Science (36)

Technology (37)

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

YEAR 11

YEAR 12

VOCATIONAL EDUCATION
TRAINING (VET)

Mathematics

Full Year

Course Description

Year 10 Mathematics continues to build an understanding of mathematical ideas and techniques and further develops mathematical literacy and problem solving skills applied in a range of real life contexts. Students use technology to facilitate some procedures. Topics include Graphing and Solving Linear Equations, Indices, Measurement, Trigonometry, Surds, Networks, Simultaneous Equations, Statistics and Quadratics.

Assessment

A variety of assessment tasks including: skills and applications tasks and directed investigations.

Pathways

Provides background knowledge for Stage 1 Mathematics subjects.

Special Requirements

Scientific Calculator.

Science

Full Year

Course Description

Students study a variety of topics in the areas of Biology, Chemistry, Earth and Space Science and Physics. They are able to improve their understanding of scientific concepts and learn how these are applied to practical situations. Students develop inquiry skills such as questioning and predicting, planning and conducting investigations, analysing data and information, evaluating and communicating. They appreciate Science as a human endeavour which has relevance to everyday life.

Assessment

A variety of assessment tasks including: theory assignments, tests, practical tasks and reports.

Pathways

Provides background knowledge for Stage 1 Sciences.

Technology

Food Technology

1 Semester

Course Description

Students will investigate food safety, spoilage and poisoning through safe food preparation, handling and storage. Students will learn about fast foods and the effects they have on their bodies. Healthy alternatives will be investigated through research and practical activities. There will be an option for students to complete this as part of a certificate 1 Hospitality / Kitchen Operations.

Assessment

A variety of assessment tasks including: Practical cooking sessions, research tasks, practical exams, action plans and evaluations.

Pathways

Provides background knowledge for Stage 1 Food and Hospitality and pathway to certificate 2 Kitchen Operations.

Technology: Material Technologies

1 Semester

Course Description

Students will be presented with design challenges to develop practical solutions through critical and creative thinking strategies. Students will use a variety of tools, machinery and advanced manufacturing technology to model solutions. Industry standard 3-D drawing software is used to communicate and model designed solutions. Students will learn traditional and contemporary joining and advanced manufacturing processes using the Engineering Design Cycle. Students will demonstrate enhanced ICT skills in documenting, presenting and communicating their design process through the development of a digital folio.

Assessment

A range of theory and practical tasks including Investigation, planning, construction and evaluation recorded in a digital folio.

Pathways

Provides background knowledge for Stage 1 Design and Technology.

Technology: Advanced Systems and Control (Robotics)

1 Semester

Course Description

Students will focus on how the mechanical engineering, electronic engineering and coding elements of robotics link and work together. The Technology and Engineering focused approach to inquiry-based learning challenges students to develop solutions to real world problems. Students will investigate, plan and develop prototype robotic parts for a specialised purpose. They will create algorithms in coding software to control the prototype robotic parts to perform simulated real-world tasks. Students will need to use critical and creative thinking strategies in addition to problem solving techniques to complete tasks.

Assessment

A range of theory and practical tasks including Investigation, planning, construction and evaluation recorded in a digital folio.

Pathways

Provides background knowledge for Stage 1 Design and Technology.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

SACE PLANNER

YEAR 11

YEAR 12

VOCATIONAL EDUCATION
TRAINING (VET)

SACE

South Australian Certificate of Education

What is the SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The certificate is based on two stages of achievement: Stage 1 (typically undertaken in Year 11) and Stage 2 (typically undertaken in Year 12). Students are able to study a wide range of subjects and course as part of the SACE.

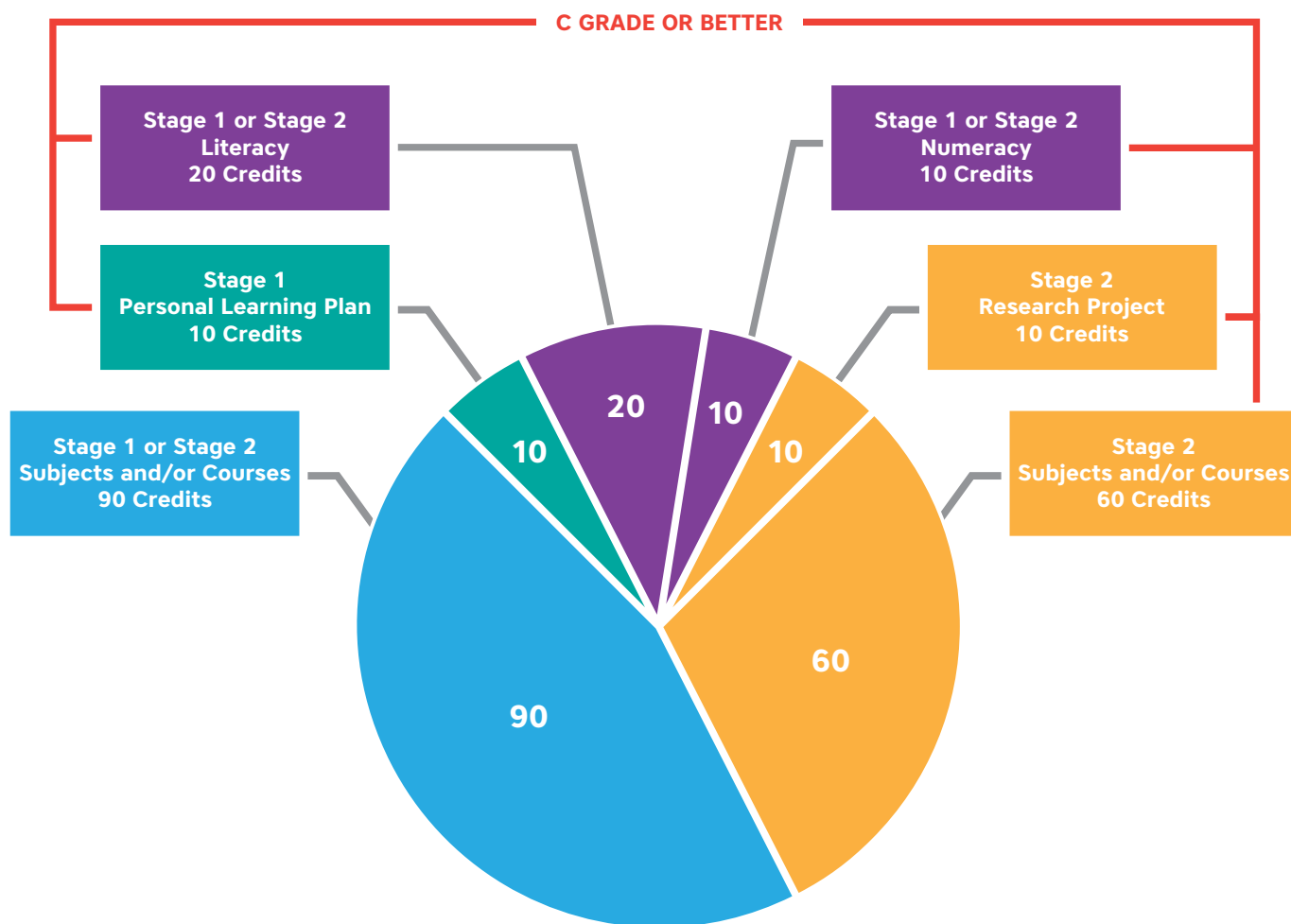
Each subject or course successfully completed earns credits towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students will receive a grade from A to E for each subject (A+ to E- at Stage 2). For compulsory subjects, they must achieve a C grade or better.

The compulsory subjects are:

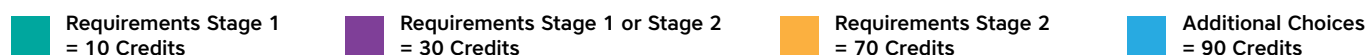
- Stage 1 Exploring Identities and Futures (undertaken in year 10) 10 credits
- Stage 1 Literacy (English or equivalent studies) 20 credits
- Stage 1 Numeracy (Mathematics or equivalent studies) 10 credits
- Stage 2 Research Project (undertaken in year 11) 10 credits
- Stage 2 subjects
3 full year subjects 60 credits

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects, VET courses or Board recognised courses of a student's choice. Students need to achieve a C grade or better for the Stage 1 compulsory subjects.

Total 200 Credits



SACE = 200 Credits



SACE Credits

A Tertiary Admissions Subject (TAS) is a SACE Stage 2 subject that has been approved by the universities and TAFE SA as providing suitable preparation for tertiary studies.

Australian Tertiary Admissions Rank (ATAR). It is a measure of how a student's overall achievement in the SACE is compared to other students. It is used by universities to select school leavers for a place in university courses and ranges from 0 to 99.95. The ATAR are calculated using results from three full-year tertiary admissions subjects (TAS) plus, the results from a fourth full-year tertiary admissions subject or other studies recognised by the SACE Board and universities.

Vocational Education and Training (VET). Many of these courses can be counted toward the SACE in the 90 credit section of the pattern (see VET section at the back of the booklet).

Most SACE subjects are recognised Tertiary Admissions Subjects, but there are some that aren't recognised, and so can't be used towards your ATAR:

- Community Studies
- Modified Subjects
- Local programs

Please consult your subject teachers or careers counsellor to provide further information about subjects you should study to be eligible for further study, or check the SATAC website.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

**SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)**

SACE PLANNER

YEAR 11

YEAR 12

**VOCATIONAL EDUCATION
TRAINING (VET)**

SACE Planner



Personal Learning Plan = 10 credits

Literacy = 20 credits

Choose from a range of English subjects or courses

Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits

Additional choices = 90 credits

Choose from a range of Stage 1 and Stage 2 subjects and courses

To gain the SACE, you must earn 200 credits

<input type="checkbox"/>	Compulsory Stage 1	Students must achieve a C grade or higher for
<input type="checkbox"/>	Compulsory Stage 1 and/or Stage 2	Stage 1 requirements and a C- or higher for
<input type="checkbox"/>	Compulsory Stage 2	Stage 2 requirements to complete the SACE.
<input type="checkbox"/>	Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

YEAR 11

Arts (43-44)

Cross-disciplinary (45)

Chinese (46)

English (47)

Health & Physical Education (47-48)

Humanities & Social Sciences (49)

Mathematics (50-51)

Science (52-56)

Technology (56-57)

YEAR 12

VOCATIONAL EDUCATION
TRAINING (VET)

Year 11

Subject Pattern

SEMESTER 1	SEMESTER 2
English	English
Mathematics	Mathematics
Research Project	Elective
Elective	Elective
Elective	Elective
Elective	Elective

Compulsory Subjects

Students must achieve a C grade or better for their compulsory subjects.

- English 2 Semesters
- Mathematics 2 Semesters
- Research Project (Stage 2 compulsory) 1 Semester

Elective Subjects

Some subjects must be studied for a full year (both the A and B) to provide the required background knowledge for Stage 2, please read the descriptor for details).

- AFL Multicultural Power Cup (Integrated Learning)
- Biology A & B
- Chemistry A & B
- Chinese Continuers A & B
- Chinese Background Speakers A & B
- Drama A & B
- Design Technology & Engineering (Furniture Construction)

- Design Technology & Engineering (Robotics)
- Design Technology & Engineering (CAD Engineering and Advanced Manufacturing)
- Food & Hospitality A or B
- Legal Studies
- Modern History
- Music Experience A & B
- Mathematics C
- Mathematics D
- Nutrition
- Physical Education A or B
- Physics A & B
- Psychology
- Research Project
- Scientific Studies (Human Biology)
- Visual Art – Art/Design A & B
- Creative Art – Digital Photography
- Business Innovation
- Workplace Practices

Arts

Creative Art – Digital Photography

1 Semester

SACE Credits 10 credits

Course Description

Students undertake a specialised study with a photography focus, demonstrating their understanding through written or multimodal and practical experimentation. Students develop their investigative and photographic skills and techniques to produce a digital photography product that may be individually or collaboratively produced.

Assessment

Assessment for Digital Photography is as follows:

- Product & support materials
- Folio – Investigation, skills record and reflection

Pathway

Provides background knowledge for Stage 2 Digital Photography.

Visual Art – Art A&B

1 Semester

SACE Credits 10 credits

Course Description

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form. Students will gain an understanding of drawing, printing, painting, sculpting and digital techniques through the study of both contemporary and historical artists. These practical skills are interwoven with a strong focus on how meaning is translated through visual artworks.

Assessment

Assessment for Visual Art is as follows:

- Visual Study
- Folio
- Practical

Drama A&B

1 or 2 Semesters

SACE Credits 10 credits each

Semester

(If selecting for 1 Semester. Please choose Drama B)

Depending on numbers, students may join with the Stage 2 students in a full year 20 credit class.

Course Description

Students develop creativity, collaboration, critical thinking, and communication skills. Students will create a company to collaboratively produce a major production. They will select a role from the dramatic fields of acting, design and development. In groups, students will develop a hypothetical production pitch based on a dramatic form or practitioner. Individually students will respond to live theatre performances and workshop.

Assessment

- Group Production: 40%
- Responding to Drama: 30%
- Creative Synthesis: 30%.

Pathways

Provides background knowledge for Stage 2 Drama.

Special Requirements

\$40-\$60 for theatre excursions. Out of school hours rehearsals will be required.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

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YEAR 10

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

YEAR 11

Arts (43-44)

Cross-disciplinary (45)

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Science (52-56)

Technology (56-57)

YEAR 12

VOCATIONAL EDUCATION TRAINING (VET)

Arts

Music Experience A&B

2 Semesters

SACE Credits 10 credits each
Semester

Desired Background

Successful completion of Grade
Two music theory and at least two
years of instrumental tuition.

Course Description

Students will undertake four cre-
ative works throughout the year.
At least one of these should be an
arrangement or composition. All
students will be expected to per-
form at music events throughout
the year to develop their perfor-
mance skills.

Students will also undertake four
musical literacy tasks through-
out the year. This will be done
through aural and written theory
assessments, musical analysis,
reviews of external performances
and/or reflections of their own
performances.

Assessment

Assessment for Music Experience
is as follows:

- Creative Works
- Musical Literacy

Pathways

Provides background knowledge
for Stage 2 Music Explorations,
Stage 2 Solo and Ensemble
Performance.

Special Requirements

\$15 is required for a Grade Three
Music Theory Book. Instrumental
lessons are expected for students,
either through the Instrumental
Music Service or privately, who
wish to study Music to develop
and support their skills in their
chosen instrument and for perfor-
mance assessments. After school,
weekend and holiday rehears-
als might be required for per-
formances and assessments.
Excursions to live performances
might incur a fee.

Cross-disciplinary

Research Project A or B

1 Semester

SACE Credits 10 credits

Course Description

Students need to achieve a C-grade or better in the Research Project to achieve the SACE. The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills required for further study or work. The Research Project can take many forms, for example:

- Community-based projects
- Technical or practical activities
- Work-related research
- Subject-related research

Research Project A (RPA) has a lower word count requirement and does not require an evaluation at the end of the project. Research Project B (RPB) has a higher word limit for the outcome and requires students to undertake a more in-depth evaluation upon completion of their project

Assessment

Assessment for Research Project is as follows:

- Folio
- Outcome
- Reflection (RPA) or Evaluation (RPB)

Workplace Practices

1 Semester

SACE Credits 10 credits

Course Description

Stage 2 Workplace Practices has three areas of study:

- Industry and work knowledge
- Vocational learning
- VET

For the Industry and work knowledge area of study, students study three topics:

- Work in Australian Society
- The Changing Nature of Work
- Finding Employment

Students must participate in work experience, VET courses or worksite visits, or part-time employment (60 hours minimum).

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Workplace Practices:

- Folio (25%)
- Performance (25%)
- Reflection (20%)
- Investigation (30%) – External.

Special Requirements

Students may be required to organise their own work experience placement for during their holiday time.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

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YEAR 10

**SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)**

YEAR 11

Arts (43-44)

Cross-disciplinary (45)

Chinese (46)

English (47)

Health & Physical Education (47-48)

Humanities & Social Sciences (49)

Mathematics (50-51)

Science (52-56)

Technology (56-57)

YEAR 12

**VOCATIONAL EDUCATION
TRAINING (VET)**

Chinese

Chinese Background Speakers A & B

2 Semesters

SACE Credits 10 credits each
Semester

Course Description

This course is designed to develop inter cultural communication skills through examining relationships between language, culture and identity and reflecting on the ways in which culture is created, expressed and communicated through language. Students develop their capability to communicate, interact, and negotiate meanings within and across languages/cultures. They clarify, extend, and develop ideas and opinions on the prescribed themes and contemporary issues, and reach reasoned conclusions through critical engagement with a diversity of sources and perspectives. Themes: The individual, The Chinese-speaking communities, the changing world.

Assessment

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

- Interaction
- Text Production
- Text Analysis
- Investigation

Pathways

Provides background knowledge for
Stage 2 Chinese Background
Speakers.

Chinese Continuers A & B

2 Semesters

SACE Credits 10 credits each
Semester

Course Description

Students will learn to communicate meaningfully and effectively through the four macro skills of language learning – Reading, Writing, Listening and Speaking. Students will engage in Concept based learning experiences in order to increase their ability to communicate in an increasingly global context. Learners interact with a broader range of Chinese speakers, using the spoken language to participate in discussions and other interactions. Learners are supported to develop autonomy as language learners and users, to self-monitor, and to adjust language in response to their experience in increasingly diverse contexts. They access characters and vocabulary from a range of print and digital resources and online and print dictionaries.

Themes: The individual, The Chinese-speaking communities, The changing world

Assessment

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

- Interaction
- Text Production
- Text Analysis
- Investigation

Pathways

Provides background knowledge for
Stage 2 Chinese Continuers.

English

English

Full Year

SACE Credits 10 credits each Semester

Course Description

This course is designed for students who intend to study English at SACE STAGE 2, Year 12 level. English is approved for University entrance although if applying for University entrance outside of SA it would be wise to check the course requirements.

There is an emphasis on analysing a range of texts and students producing their own texts. Students will produce text responses to novels, plays, films, poems and short stories.

Assessment

Assessment for English is as follows:

- Assessment Type 1: Responding to text
- Assessment Type 2: Creating text
- Assessment Type 3: Intertextual Study.

Pathways

Provides background knowledge for Stage 2 English, University: Arts and Humanities or TAFE.

Essential English

Full Year

SACE Credits 10 credits each Semester

Course Description

The course is designed to meet the needs of students who are seeking to meet the SACE literacy requirement and literacy skills necessary for effective communication in the community and work force. There is an emphasis on communication, comprehension, analysis and text creation.

Students study and create texts appropriate for this course. Students must present written and oral responses for assessment.

Assessment

Assessment for Essential English is as follows:

- Assessment Type 1: Responding to text
- Assessment Type 2: Creating text
- Assessment Type 3: Intertextual Study.

Pathways

Provides background knowledge for the Stage 2 Essential English at Year 12. Essential English at Stage 2 is an ATAR approved subject. If applying for universities outside of SA check the entrance requirements.

Health & Physical Education

AFL Multicultural Power Cup (Integrated Learning)

1 Semester

SACE Credits 10 credits

Course Description

Students will participate in practical and theory work in AFL Multicultural Power Cup (Integrated Learning). Students engage in 4 assessment tasks that focus on the key areas of study; Intercultural Understanding and Personal and Social Capability. This course supports students to identify and investigate information, ideas and skills from different perspectives as well as demonstrating self-awareness in reflecting on learning. At the conclusion of the course, students participate in a 1-day AFL Multicultural carnival, facilitated by the Port Power Football Club.

Assessment

Assessment for AFL Multicultural Power Cup (Integrated Learning) is as follows:

- Practical Exploration: Guernsey Design
- Connections: Podcast/video film discussion
- Personal Venture: Interview/comparative report
- Practical Exploration: Multimodal Reflection

Pathways

Provides background knowledge for Stage 2 Physical Education.

Special Requirements

Plympton International H&PE uniform – shirt and shorts.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

**SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)**

YEAR 11

Arts (43-44)

Cross-disciplinary (45)

Chinese (46)

English (47)

Health & Physical Education (47-48)

Humanities & Social Sciences (49)

Mathematics (50-51)

Science (52-56)

Technology (56-57)

YEAR 12

**VOCATIONAL EDUCATION
TRAINING (VET)**

Health & Physical Education

Physical Education A

1 Semester
SACE Credits 10 credits

Course Description

Students will participate in practical and theory work

in Physical Education. The practical component consists of two to three sports and is expected to be volleyball, touch and table tennis. The theory components are energy systems and training principles. Video analysis and reflection will combine theory and practical work.

Assessment

Assessment for Physical Education is as follows:

- Practical Skills checklists for each sport
- Theory assignments
- Online learning and assessment

Pathways

Provides background knowledge for Stage 2 Physical Education.

Special Requirements

Plympton International H&PE uniform – shirt and shorts.

Physical Education B

1 Semester
SACE Credits 10 credits

Course Description

Students will participate in practical and theory work in Physical Education. The practical component consists of two to three sports and is expected to be badminton, netball and indoor soccer. The theory components are biomechanics and skill learning. Video analysis and reflection will combine theory and practical work.

Assessment

Assessment for Physical Education is as follows:

- Practical Skills checklists for each sport
- Theory assignments
- Online learning and assessment

Pathways

Provides background knowledge for Stage 2 Physical Education.

Special Requirements

Plympton International H&PE uniform – shirt and shorts.

Humanities & Social Sciences

Business Innovation

1 Semester

SACE Credits 10 credits

Course Description

Students develop the knowledge, skills and understanding to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities. Students develop their understanding of underlying problems or needs, and begin to propose and test hypotheses relating to the customer, problem and solution. As students develop these skills, they will anticipate, find and solve their own problems. Risk is encouraged and provides an opportunity to pivot during the iterative process of proposing, developing, testing and refining solutions.

Assessment

Assessment for Business Innovation is as follows:

- Assessment type 1: Business Skills
- Assessment Type 2: Business Pitch

Pathways

Provides background knowledge and skills for Stage 2 Business Innovation.

Legal Studies

1 Semester

SACE Credits 10 credits

Course Description

Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law-making, law enforcement, and dispute resolution, and should be applied to a range of contemporary Australian issues.

Assessment

Assessment for Legal Studies is as follows:

- Analytical Response
- Inquiry
- Presentation

Pathways

Provides background knowledge and skills for Stage 2 Legal Studies.

Modern History

1 Semester

SACE Credits 10 credits

Course Description

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. Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Assessment

Assessment for Modern History is as follows:

- Three Historical Skills assessments
- One Historical Study assessment

Pathways

Provides background knowledge and skills for Stage 2 Modern History.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

YEAR 11

Arts (43-44)

Cross-disciplinary (45)

Chinese (46)

English (47)

Health & Physical Education (47-48)

Humanities & Social Sciences (49)

Mathematics (50-51)

Science (52-56)

Technology (56-57)

YEAR 12

VOCATIONAL EDUCATION TRAINING (VET)

Mathematics

General Mathematics

One or 2 Semesters

SACE Credits 10 each Semester
(20 credits is recommended
preparation for Stage 2 Essential
Mathematics)

Course Description

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

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

Stage 1 Essential Mathematics consists of the following seven topics:

Topic 1: Investing and Borrowing

Topic 2: Measurement

Topic 3: Statistical Investigation

Topic 4: Applications of Trigonometry

Topic 5: Linear and Exponential Functions

Topic 6: Matrices and Networks

Topic 7: Open Topic

Programs for a 10-credit subject will include at least three topics. Topics may be studied, taking into account student interests, and preparation for pathways into future study of mathematics. Programs for a 20-credit subject will be made up of at least six topics.

Assessment

Assessment for General Mathematics is as follows:

- Skills and Applications tasks
- Directed Investigations
- Folio of work

Pathways

Provides background knowledge for Stage 2 Essential Mathematics. All students are required to complete at least 1 Semester of Stage 1 Numeracy (10 credits) at a C grade or better. We recommend all students to complete a full year.

Special Requirements

Graphics calculator (Casio FX-CG50).

Essential Mathematics A&B

One or 2 Semesters

SACE Credits 10 credits each Semester

Course Description

Students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject. Topics studied cover a range of applications of mathematics, including: general calculation, measurement and geometry, money management, and statistics. In this subject there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 1 Essential Mathematics consists of the following seven topics:

Topic 1: Calculations, Time, and Ratio

Topic 2: Earning and Spending

Topic 3: Geometry

Topic 4: Data in Context

Topic 5: Measurement

Topic 6: Investing

Topic 7: Open Topic

Programs for each 10-credit subject will include at least three topics. Topics may be studied taking into account student interests, and preparation for pathways into future work.

Assessment

Assessment for Essential Mathematics is as follows:

- Skills and Applications tasks
- Folio of work.

Mathematics

1, 2 or 3 Semesters

SACE Credits 10, 20 or 30 credits (30 credits is recommended preparation for Stage 2 Mathematical Methods)

Course Description

This course builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Stage 1 Mathematics is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. There is increasing complexity of content, applications and level of abstraction.

Topic 1: Functions and graphs

Topic 2: Polynomials

Topic 3: Trigonometry

Topic 4: Counting and Statistics

Topic 5: Growth and Decay

Topic 6: Introduction to Differential Calculus

Topic 7: Sequences and Series

Topic 8: Geometry

Topic 9: Vectors in the Plane

Topic 10: Further Trigonometry

Topic 11: Matrices

Topic 12: Real and Complex Numbers

Students who want to undertake Stage 2 Mathematical Methods or Specialist Mathematics should study 30 credits (3 Semesters) of Stage 1 Mathematics.

Assessment

Assessment for Mathematics is as follows:

- Skills and Applications tasks
- Directed Investigations

Pathways

Provides background knowledge for Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Special Requirements

Graphics calculator (Casio FX-CG50).

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

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SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

YEAR 11

Arts (43-44)

Cross-disciplinary (45)

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English (47)

Health & Physical Education (47-48)

Humanities & Social Sciences (49)

Mathematics (50-51)

Science (52-56)

Technology (56-57)

YEAR 12

VOCATIONAL EDUCATION TRAINING (VET)

Science

Biology A & B

1 or 2 Semesters
SACE Credits 10 credits each
Semester

Course Description

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

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

The three strands of science to be integrated throughout student learning are science inquiry skills, science as a human endeavor and science understanding.

The topics for Stage 1 Biology are:

Topic 1: Cells and microorganisms

Topic 2: Infectious disease

Topic 3: Multicellular organisms

Topic 4: Biodiversity and ecosystem dynamics

For a 10-credit subject, students study a selection of concepts from at least two of these topics.

For a 20-credit subject, students study a selection of concepts from all four topics.

Assessment

Assessment for Biology is as follows:

- Skills & Applications Tasks
- Investigations Folio.

Pathways

Provides background knowledge for Stage 2 Biology.

Special Requirements

Possible excursions.

Scientific Studies (Human Biology)

Semester 2 Only

SACE Credits 10 credits

Course Description

This subject is linked to the University of South Australia short course Human Biology Studies and will enable Year 11 students to gain a greater foundation knowledge of the structure and function of the healthy human body and will better prepare them to succeed if they study Clinical and Health Sciences at UniSA.

Topics covered in the course include:

- Pharmacology
- Blood, cardiovascular system and lymphatics
- The reproductive system and embryology.

Assessment

Assessment for Stage 1 Scientific Studies includes Skills & Applications tasks, a Collaborative Inquiry and Science as a Human Endeavour task.

Assessment includes a supervised test in order to meet the requirements of the Human Biology Studies short course. Students may still receive 10 credits for Stage 1 Scientific Studies without successful completion of the short course

Pathways

Provides some background knowledge for Stage 2 Biology.

The course allows students to meet the SACE requirements for Stage 1 Scientific Studies (10 credits) while also allowing students to learn first year university content and gain potential credit towards degrees including Nursing, Midwifery, Biomedical Science or Laboratory Medicine at the University of South Australia.

In order for students to receive a specified credit towards identified University of South Australia courses they must meet the following criteria:

- Complete the Human Biology Studies short course
- Receive a B grade or higher in SACE Stage 2 (Year 12) Biology the following year
- Gain entry into one of the identified University of South Australia degrees

Special Requirements

Excursions and incursions in collaboration with the University of South Australia.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

YEAR 11

Arts (43-44)

Cross-disciplinary (45)

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Technology (56-57)

YEAR 12

VOCATIONAL EDUCATION TRAINING (VET)

Science

Chemistry A & B

1 or 2 Semesters

SACE Credits 10 credits each
Semester

Course Description

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

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

The three strands of science to be integrated throughout student learning are: science inquiry skills, science as a human endeavor and science understanding.

The topics for Stage 1 Chemistry are:

Topic 1: Materials and their atoms

Topic 2: Combinations of atoms

Topic 3: Molecules

Topic 4: Mixtures and solution

Topic 5: Acid and bases

Topic 6: Redox reactions

For a 10-credit subject, students study a selection of concepts from at least three of these topics.

For a 20-credit subject, students study a selection of concepts from all six topics.

Assessment

Assessment for Chemistry is as follows:

- Skills & Applications Tasks
- Investigations Folio.

Pathways

Provides background knowledge for Stage 2 Chemistry.

Special Requirements

Possible excursions.

Nutrition

1 Semester

SACE Credits 10 credits

Course Description

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students develop an understanding of the need to evaluate food systems and food quality standards, marketing of food, food availability, and cultural influences on food selection.

Assessment

Assessment for Nutrition is as follows:

- Skills and Applications Tasks
- Investigations Folio

Pathways

Provides background knowledge for Stage 2 Nutrition.

Physics A & B

1 or 2 Semesters

SACE Credits 10 credits each Semester

Course Description

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

The three strands of science to be integrated throughout student learning are science inquiry skills, science as a human endeavor and science understanding.

The topics for Stage 1 Physics are:

Topic 1: Linear motion and forces

Topic 2: Electric circuits

Topic 3: Heat

Topic 4: Energy and momentum

Topic 5: Waves

Topic 6: Nuclear models and radioactivity

For a 10-credit subject, students study a selection of concepts from at least three of these topics.

For a 20-credit subject, students study a selection of concepts from all six topics.

Assessment

Assessment for Physics is as follows:

- Skills & Applications Tasks
- Investigations Folio.

Pathways

Provides background knowledge for Stage 2 Physics.

Special Requirements

Possible excursions.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

**SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)**

YEAR 11

Arts (43-44)

Cross-disciplinary (45)

Chinese (46)

English (47)

Health & Physical Education (47-48)

Humanities & Social Sciences (49)

Mathematics (50-51)

Science (52-56)

Technology (56-57)

YEAR 12

**VOCATIONAL EDUCATION
TRAINING (VET)**

Science

Psychology

1 Semester
SACE Credits 10 credits

Course Description

The course provides students with an opportunity to extend their skills, knowledge and understanding of the three strands of science through a psychological lens. Students focus on Science inquiry skills, Science as a Human Endeavour (SHE) and Science understanding (Design and Deconstruct). Topics are chosen from a combination of: Cognitive Psychology, Neuropsychology, Lifespan Psychology, Emotion, Psychological Wellbeing, Negotiated Topic or Psychology in Context, which may include; Cyberpsychology, Organisational Psychology, Forensic Psychology, Indigenous Psychology, Environmental Psychology, Exercise and Sport Psychology.

Assessment

Assessment for Stage 1 Psychology includes:

- Investigations Folio – SHE Task & Investigation (Design and Deconstruct)
- Skills and Applications Tasks, which may include topic tests, film analysis and an examination.

Pathways

Provides background knowledge for Stage 2 Psychology.

Technology

Design Technology & Engineering (Furniture Construction)

1 Semester
SACE Credits 10 credits

Course Description

Students will use a variety of hand tools and machinery used in the Furnishing and Construction industries to create projects from new, recycled and repurposed materials and products. Students will communicate their design ideas through the use of industry standard 3D Computer Aided Drawing (CAD) software. Students work independently and collaboratively as they investigate, plan and create prototypes for real world problems.

Assessment:

- Skill and Application Tasks
- Folio
- Product

Pathways

Provides background knowledge for Stage 2 Design and Technology – Material Products.

Special Requirements

Possible materials depending on project.

Design Technology & Engineering (Robotics)

1 Semester

SACE Credits 10 credits

Course Description

Students investigate and design an automated system to solve a real-world problem. Students will be required to demonstrate their skills in 3 key areas: mechanical engineering, electronic engineering and coding. Students will have access to industry standard Computer aided Design (CAD) software and a variety of traditional and Computer Numerically Controlled (CNC) equipment such as 3D printers, laser cutters and routers to manufacture their solutions. Students will learn electronic theory, circuitry and develop fault finding and problem-solving skills. Arduino microprocessors and other electronic sensors and components will be a key factor to the student's development of a solution.

Assessment:

- Skill and Application Tasks
- Folio
- Product

Pathways

Provides background knowledge for Stage 2 Design and Technology.

Design Technology & Engineering (CAD Engineering and Advanced Manufacturing)

1 Semester

SACE Credits 10 credits

Course Description

Students will focus on a Computer Aided Drawing (CAD) and Computer Aided Manufacturing (CAM) approach to plan and create solutions to real world problems. Students will have access to a variety of Computer Numerically Controlled (CNC) equipment such as 3D printers, laser cutters and routers as well as traditional hand tools and machinery to manufacture their design.

Students will use industry standard software (Fusion 360) to communicate their ideas and solutions before production. Students will work independently and collaboratively as they investigate, plan and create prototypes for real world problems.

Assessment

Assessment for Design and Technology is as follows:

- Skills and Application Tasks
- Folio
- Product

Pathways

Provides background knowledge for Stage 2 Design and Technology – Material Products.

Special Requirements

Possible materials fee depending on project.

Food and Hospitality A&B

1 or 2 Semesters (Topics & assessment tasks are different in each semester)

SACE Credits 10 credits each Semester

If selecting for 1 Semester. Please choose Food & Hospitality B

Course Description

The food and hospitality industry is dynamic and changing, students examine some of the factors that influence people's food choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts, both locally and globally. Students learn through five areas of study; Food, the Individual, and the Family; Local and Global Issues in Food and Hospitality; Trends in Food and Culture; Food and Safety; Food and Hospitality Industry.

Assessment

Assessment for Food & Hospitality is as follows:

- Practical Activities
- Group Activities
- Investigation

Pathways

Provides background knowledge for Stage 2 Food & Hospitality and industry related VET courses.

Special Requirements

Additional Cost may occur depending on individual projects.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

YEAR 11

YEAR 12

Arts (59-61)

Cross-disciplinary (62)

Chinese (62-63)

English (63-64)

Health & Physical Education (64-65)

Humanities & Social Sciences (66-67)

Mathematics (68-69)

Science (70-72)

Technology (73)

VOCATIONAL EDUCATION TRAINING (VET)

Year 12

Subject Pattern

SEMESTER 1 & 2
Subject 1 20 Credits
Subject 2 20 Credits
Subject 3 20 Credits
Subject 4 20 Credits
Tutorial Line
Tutorial Line
Tutorial Line

To achieve SACE, students must study either three full year Stage 2 subjects or the equivalent 60 credits worth of VET Certificate III courses. However, students wishing to achieve an ATAR must have at least 90 credits at Stage 2 (this can include the Research Project A or B option studied in Year 11); of which only 20 credits can be counted from VET courses. All students at Plympton International College are required to study a minimum of four Year 12 subjects, with the option of choosing a fifth should they wish to maximise their chances of a higher ATAR.

Each of the following subjects are 20 credit (full year) Stage 2 SACE subjects:

- Biology
- Chemistry
- Chinese Background Speakers
- Design & Technology (Material Products)
- Design, Technology & Engineering (Gaming & Animation)
- Drama
- English
- Essential English
- Food & Hospitality
- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Music Explorations
- Music Performance Ensemble/ Solo (10 Stage 2 credits each)
- Legal Studies
- Modern History
- Nutrition
- Physical Education
- Sports Education (Integrated Learning)
- Physics
- Psychology
- Visual Art – Art
- Visual Art – Design
- Creative Art – Digital Photography
- Business Innovation
- Workplace Practices

Arts

Creative Art – Digital Photography

2 Semesters

SACE Credits 20 Credits

Course Description

Students undertake a specialised study with a photography focus, demonstrating their understanding through written, multimodal and practical experimentation. Students develop their investigative and photographic skills and techniques to produce a range of digital photography products.

Assessment

Assessment for Digital Photography is as follows:

- Product and support materials
- Folio – Investigation, skills record, design brief and reflection

Assessment

- Skills and Applications tasks 20%
- Product 50%
- External Assessment (Folio) 30%

Visual Art – Art / Design

2 Semesters

SACE Credits 20 Credits

Course Description

In Visual Art, students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or multimedia techniques leading to resolved pieces. Students will have opportunities to research, consolidate their understanding and reflect upon visual art works in their cultural and historical contexts. Students will strengthen their ability to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form. Students will undertake the study of both contemporary and historical artists.

Assessment

Assessment for Visual Art is as follows:

- School-based – Folio 40%
- Practical 30%
- Study 30% (External Assessment)

Pathways

Provides a background for university, vocational education and training and employment in the visual arts.

Special Requirements

An excursion to a gallery and the SACE Board art show forms part of the course.

Drama

2 Semesters

SACE Credits 20 Credits

Course Description

The emphasis is on dramatic theory and practice. Students work independently and in groups to analyse dramatic works and innovators to devise creative interpretations of these works in practical and collaborative ways. Students will participate in a major group production either as an actor or as an off stage practitioner.

Assessment

- Group production 40%
- Evaluation and creativity 30%
- Creative presentation 30% (externally assessed)

Special Requirements

\$40-\$60 for theatre excursions. Out of school hours rehearsals will be required.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

**SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)**

YEAR 11

YEAR 12

Arts (59-61)

Cross-disciplinary (62)

Chinese (62-63)

English (63-64)

Health & Physical Education (64-65)

Humanities & Social Sciences (66-67)

Mathematics (68-69)

Science (70-72)

Technology (73)

**VOCATIONAL EDUCATION
TRAINING (VET)**

Arts

Music Explorations

2 Semesters
SACE Credits 20 Credits

Desired Background

Successful completion of Grade Three music theory and at least three years of instrumental tuition.

Course Description

Students develop and apply knowledge and understanding of musical elements in exploring and experimenting with music. They explore and experiment with musical styles, influences, techniques and/or production, apply musical literacy skills, analyse and discuss musical works, collate findings from exploration of music, and reflect on and critique own learning within music.

Assessment

Assessment for Music Explorations is as follows:

- Musical Literacy
- Explorations
- Creative Connection (External Assessment)

Special Requirements

All students must be attending instrumental lessons through the Instrumental Music Service or through private tuition. After school, weekend and holiday rehearsals might be required for performances and assessments. Excursions to live performances might incur a fee.

Music Performance – Ensemble

2 Semesters
SACE Credits 10 Credits

Desired Background

Successful completion of Grade Three music theory and at least three years of instrumental tuition.

Course Description

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 (SACE, 2022).

Assessment

Assessment for Music Performance is as follows:

- Performance 30%
- Performance and Discussion 40%
- Performance Portfolio 30% (External Assessment)

Special Requirements

All students must be attending instrumental lessons through the Instrumental Music Service or through private tuition. After school, weekend and holiday rehearsals might be required for performances and assessments. Excursions to live performances might incur a fee.

Music Performance is made up of two 10 credit Stage 2 subjects Ensemble and Solo.

Music Ensemble and Music Solo are 10 credits subjects and put together to make a full year composition.

Music Performance – Solo

2 Semesters

SACE Credits 10 Credits

Desired Background

Successful completion of Grade Three music theory and at least three years of instrumental tuition.

Course Description

Students develop and extend their practical music-making skills through performing works for their chosen instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music (SACE, 2022).

Assessment

Assessment for Music Performance is as follows:

- Performance 30%
- Performance and Discussion 40%
- Performance Portfolio 30% (External Assessment)

Special Requirements

All students must be attending instrumental lessons through the Instrumental Music Service or through private tuition. After school, weekend and holiday rehearsals might be required for performances and assessments. Excursions to live performances might incur a fee.

Music Performance is made up of two 10 credit Stage 2 subjects Ensemble and Solo.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

**SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)**

YEAR 11

YEAR 12

Arts (59-61)

Cross-disciplinary (62)

Chinese (62-63)

English (63-64)

Health & Physical Education (64-65)

Humanities & Social Sciences (66-67)

Mathematics (68-69)

Science (70-72)

Technology (73)

**VOCATIONAL EDUCATION
TRAINING (VET)**

Cross-disciplinary

Workplace Practices

2 Semesters

SACE Credits 20 Credits

Course Description

Stage 2 Workplace Practices has three areas of study:

- Industry and work knowledge
- Vocational learning
- VET

For the Industry and work knowledge area of study, students study three topics:

- Work in Australian Society
- The Changing Nature of Work
- Finding Employment

Students must participate in work experience, VET courses or worksite visits, or part-time employment (60 hours minimum).

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Workplace Practices:

- Folio (25%)
- Performance (25%)
- Reflection (20%)
- Investigation (30%) – External

Special Requirements

Students may be required to organise their own work experience placement for during their holiday time.

Chinese

Chinese Background Speakers

2 Semesters

SACE Credits 20 Credits

Course Description

In Chinese (background speakers) students develop intercultural communication skills through examining relationships between language, culture, and identity and reflecting on the ways in which culture is created, expressed and communicated through language. They develop their capability to communicate, interact, and negotiate meanings within and across languages and cultures.

Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and reach reasoned conclusions through critical engagement with a diversity of sources and perspectives. The study of themes, presented through a range of texts, enables students to reflect on how languages work as a system, and the ways in which culture is expressed through language.

Students develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

Assessment

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

School-based Assessment
70%

- Folio 50%
- In-depth study 20%

External Assessment 30%

- Examination 30%
 - Oral examination
 - Written examination

Chinese Continuers

2 Semesters

SACE Credits 20 Credits

Course Description

The continuers' level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. In these languages subjects, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. The focus capabilities for this subject are communication and citizenship.

Themes covered are: the individual, the Chinese-speaking communities, the changing world.

Assessment

Internal Assessment 70%

- Folio
- In-depth study

External Assessment 30%

- Oral examination
- Written examination

English

English

2 Semesters

SACE Credits 20 Credits

Course Description

To further develop effective communication skills in written and spoken language, including the study of a range of texts with a balance between the analysis of stylistic and textual features of texts and the creation of students own texts.

Students create written, oral and/or multimodal texts for procedural, imaginative, analytical, persuasive, and/or different purposes. Students respond to texts in a range of ways to demonstrate skills in analysis and evaluating of ideas and stylistic techniques.

Students create:

- Three texts
- One writer's statement
- At least one text should be written

The three texts should total a maximum of 3000 words and the writer's statement should be a maximum of 1000 words: an oral and/or multimodal text or writer's

statement should be of equivalent length (6 Minutes).

Students produce three responses to texts:

- Two responses must be written and one must be oral.
- Either the oral response or one of the written pieces may be replaced by a multimodal response.

Students complete a written Comparative Analysis of two texts and evaluate how the language features, stylistic features and conventions in these texts are used to represent ideas, perspectives and/or aspects of culture, and to influence audiences.

Assessment

Assessment for English is as follows:

School Assessment

- Responding to texts 30%
- Creating texts 40%

External Assessment

- Comparative Analysis 30%

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

YEAR 11

YEAR 12

Arts (59-61)

Cross-disciplinary (62)

Chinese (62-63)

English (63-64)

Health & Physical Education (64-65)

Humanities & Social Sciences (66-67)

Mathematics (68-69)

Science (70-72)

Technology (73)

VOCATIONAL EDUCATION
TRAINING (VET)

English

Essential English

2 Semesters
SACE Credits 20 Credits

Course Description

Students respond to a range of texts that instruct, engage, challenge, inform and connect readers to the community in a practical and functional way. They consider information, ideas and perspectives represented in the chosen texts. Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to context. The Language Study focuses on the use of language by people in a context outside of the classroom.

Assessment

Assessment for English is as follows:

School Assessment

- Responding to texts
- Creating texts

External Assessment

- Language Study

Health & Physical Education

Physical Education

2 Semesters
SACE Credits 20 Credits

Course Description

Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities.

Assessment

Assessment for Physical Education is as follows:

- Assessment Type 1: Diagnostics 30% (two tasks)
- Assessment Type 2: Improvement Analysis 40% (one task)
- Assessment Type 3: Group Dynamics 30% (one task – externally moderated)

Special Requirements

Plympton International College PE shirt. Surfing camp: \$400.00.

Sport Education (Integrated Learning)

2 Semesters

SACE Credits 20 Credits

Course Description

From the Integrated Learning SACE subject, this course focuses on Sport, Health & Physical Activity while developing the SACE General Capabilities.

Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

Students will be involved in three practical activities (sports), each of which will have a different task attached to it.

One – two Connections task where Students undertake a task or activity to be achieved through collaboration. They identify their individual role and responsibility in the task/project, and communicate their contribution. They evaluate their learning as a result of their collaboration, and consider self assessment, feedback from others, and their development of a relevant capability.

One Personal Endeavour. The personal endeavour is likely to be an inquiry-based or practical-based investigation, or a combination of these.

The personal endeavour is an opportunity for students to explore an area of the program focus 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 in the same class must each have a different personal endeavour.

Assessment

Assessment for Physical Education is as follows:

- Assessment Type 1:
Practical Inquiry (40%) – three tasks
- Assessment Type 2:
Connections (30%) – two tasks
- Assessment Type 3:
Personal Endeavour (30%) – one task

Pathways

University courses, vocational education and training, employment in fields such as sport and recreation.

Special Requirements

Plympton International College
HPE uniform. \$400 for Aquatics Surf Camp.

Students can choose from either Physical Education or Sports Education (Integrated Learning).

Both subjects have a compulsory Aquatics camp, with a cost of \$400.00

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

YEAR 11

YEAR 12

Arts (59-61)

Cross-disciplinary (62)

Chinese (62-63)

English (63-64)

Health & Physical Education (64-65)

Humanities & Social Sciences (66-67)

Mathematics (68-69)

Science (70-72)

Technology (73)

VOCATIONAL EDUCATION
TRAINING (VET)

Humanities & Social Sciences

Business Innovation

Full Year

SACE Credits 20 Credits

Course Description

Stage 2 Business Innovation equips students with the knowledge, skills and understandings to engage in designing, sustaining and transforming business in the modern world. Students will 'learn through doing' using design thinking and planning tools and processes, to anticipate, find and solve problems. Students will engage with complex, dynamic, real world problems to identify, design, test, iterate and communicate viable business solutions. Throughout the course students will develop and apply their understanding of financial literacy, information management, design thinking, innovation and project management. Students are encouraged to take risk, think creatively and collaboratively.

Students develop the knowledge, skills and understanding to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities. Students develop their understanding of underlying problems or needs, and begin to propose and test hypotheses relating to the customer, problem and solution. As students develop these skills, they will anticipate, find and solve their own problems.

Risk is encouraged and provides an opportunity to pivot during the iterative process of proposing, developing, testing and refining solutions.

Assessment

Assessment for Business Innovation is as follows:

Internal Assessment 70%

- Business Skills 40%
- Business Pitch 30%

External Assessment 30%

- Business plan and pitch 30%

Legal Studies

2 Semesters

SACE Credits 20 Credits

Course Description

Successful completion of Stage 1 Legal Studies and strong literacy and critical thinking skills are highly recommended.

Course Description

Students explore rights and responsibilities, sources of law and adversarial and inquisitorial dispute resolution processes. They examine how people, governments and institutions shape the law and how law controls, shapes, and regulates interactions between people, institutions and government.

Students develop an understanding of the ways in which they can influence the democratic process, the importance of critical and conceptual thinking and significance of checks and balances in providing lawful mechanisms to control the exercise of power.

Assessment

Assessment for Modern History is as follows:

School (70%)

- Folio
- Inquiry

External (30%)

- Examination

Pathways

This subject is intended for students planning to pursue a career in law.

Modern History

2 Semesters

SACE Credits 20 Credits

Course Description

Successful completion of Stage 1 History or another HASS subject. As this is a language rich subject strong literacy skills are highly recommended.

Course Description

Modern History investigates the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. Students will investigate social, political, and economic changes that shaped the development of that nation. Students may investigate the interactions among nations and the impact of these interactions on national, regional, and/or international development. Students explore relationships among nations, states, and groups, and examine some significant and distinctive features of the world since 1945, to understand the contemporary world. Students build their source analysis skills and explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Assessment

Assessment for Modern History is as follows:

School (70%)

- Historical skills
- Historical Study

External (30%)

- Examination

Pathways

This subject is intended for students who are passionate about history, intending to pursue a career in humanities.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

YEAR 11

YEAR 12

Arts (59-61)

Cross-disciplinary (62)

Chinese (62-63)

English (63-64)

Health & Physical Education (64-65)

Humanities & Social Sciences (66-67)

Mathematics (68-69)

Science (70-72)

Technology (73)

VOCATIONAL EDUCATION TRAINING (VET)

Mathematics

General Mathematics

2 Semesters

SACE Credits 20 Credits

Course Description

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

Topics studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices.

Stage 2 General Mathematics consists of the following six topics:

Topic 1: Modelling with linear relationships

Topic 2: Modelling with matrices

Topic 3: Statistical models

Topic 4: Financial models

Topic 5: Discrete models

Topic 6: Open topic

Students study five topics from the list of six topics above. All students must study Topics 1, 3, 4, and 5

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 General Mathematics:

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (40%)
- Assessment Type 2: Mathematical Investigations External assessment (30%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- Five skills and applications tasks
- Two mathematical investigations
- One examination

Pathways

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Special Requirements

Graphics calculator (Casio FX-CG50)

Essential Mathematics

2 Semesters

SACE Credits 20 Credits

Desired Background 2 Semesters of Stage 1 General Mathematics

Course Description

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. Topics include: Scales Plans and Models, Measurement, Business Applications, Statistics, Investment and Loans, Open Topic (eg Optimisation).

Assessment

Assessment for Essential Mathematics is as follows:

- Skills and Applications Tasks
- Folio Tasks
- External Exam

Pathways

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

Special Requirements

Graphics calculator (Casio FX-CG50), Revision Guide.

Mathematical Methods

2 Semesters

SACE Credits 20 Credits

Course Description

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

Assessment

Assessment for Mathematical Methods is as follows:

- Skills and Applications Tasks
- Folio Tasks
- External Exam

Special Requirements

Graphics calculator (Casio FX-CG50), Revision Guide.

Specialist Mathematics

2 Semesters

SACE Credits 20 Credits

Course Description

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Assessment

Assessment for Specialist Mathematics is as follows:

- Skills and Applications Tasks 50%
- Folio Tasks 20%
- External Exam 30%

Special Requirements

Graphics calculator (Casio FX-CG50), Revision Guide.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

YEAR 11

YEAR 12

Arts (59-61)

Cross-disciplinary (62)

Chinese (62-63)

English (63-64)

Health & Physical Education (64-65)

Humanities & Social Sciences (66-67)

Mathematics (68-69)

Science (70-72)

Technology (73)

VOCATIONAL EDUCATION TRAINING (VET)

Science

Biology

2 Semesters

SACE Credits 20 Credits

Course Description

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

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

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills

- Science as a human endeavour
- Science understanding

The topics for Stage 2 Biology are:

Topic 1: DNA and proteins

Topic 2: Cells as the basis of life

Topic 3: Homeostasis

Topic 4: Evolution

Students study all four topics.

Assessment

Assessment for Biology is as follows:

- Skills & Applications Tasks
- Investigations Folio
- External Exam

Special Requirements

Workbook \$55, Revision Guide \$28 (approximate costs), possible excursions.

Chemistry

2 Semesters

SACE Credits 20 Credits

Course Description

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

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

The three strands of science to be integrated throughout student learning are science inquiry skills, science as a human endeavor and science understanding.

The topics for
Stage 2 Chemistry are:

- Topic 1:** Monitoring the environment
- Topic 2:** Managing chemical processes
- Topic 3:** Organic and biological chemistry
- Topic 4:** Managing resources

Students study all four topics.

Assessment

Assessment for Chemistry is as follows:

- Skills & Applications Tasks
- Investigations Folio
- External Exam

Special Requirements

Workbook \$55, Revision Guide \$25 (approximate costs), possible excursions.

Nutrition

2 Semesters

SACE Credits 20 Credits

Course Description

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students develop an understanding of the need to evaluate food systems and food quality standards, marketing of food, food availability, and cultural influences on food selection. Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development. Students examine political, economic, cultural, and ethical influences and ecological sustainability in order to recommend actions or develop arguments about future food needs and food ethics.

Assessment

Assessment for Nutrition is as follows:

- Investigations Folio 30%
- Skills and Applications Tasks 40%
- External exam 30%

Special Requirements

Possible excursion, Revision guide.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

YEAR 11

YEAR 12

Arts (59-61)

Cross-disciplinary (62)

Chinese (62-63)

English (63-64)

Health & Physical Education (64-65)

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Mathematics (68-69)

Science (70-72)

Technology (73)

VOCATIONAL EDUCATION TRAINING (VET)

Science

Physics

2 Semesters

SACE Credits 20 Credits

Course Description

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

The three strands of science to be integrated throughout student learning are science inquiry skills, science as a human endeavor and science understanding.

The topics for Stage 2 Physics are:

Topic 1: Motion and relativity

Topic 2: Electricity and magnetism

Topic 3: Light and atoms

Students study all three topics.

Assessment

Assessment for Physics is as follows:

- Skills & Applications Tasks 40%
- Investigations Folio 30%
- External Exam 30%

Special Requirements

Workbook \$55, Revision Guide \$25 (approximate costs), Possible excursion.

Psychology

2 Semesters

SACE Credits 20 Credits

Course Description

The Stage 2 Psychology course provides students with an opportunity to extend their skills, knowledge and understanding of the three strands of science through a psychological lens. Students focus on Science inquiry skills, Science as a Human Endeavour (SHE) and Science Understanding (Design and Deconstruct).

Topics covered in Stage 2 Psychology are:

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

Students develop knowledge and understanding relevant to each of the topics and apply it to social issues and/ or personal growth. Investigation designs, methods of assessing psychological responses and ethical issues are also explored in each topic. Students will also develop a range of investigation skills.

Assessment

Assessment for Psychology is as follows:

- Investigations Folio 30%
- Skills and Applications Tasks 40%
- Examination 30% (External Assessment)

Technology

Food & Hospitality

2 Semesters

SACE Credits 20 Credits

Course Description

Food and Hospitality student's focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts, both locally and globally.

Assessment

Assessment for Food and Hospitality is as follows:

- Practical Activity 50%
- Group Activity 20%
- Investigation 30%

Special Requirements

Additional costs may occur depending on individual projects.

Design, Technology & Engineering (Gaming & Animation)

2 Semesters

SACE Credits 20 Credits

Course Description

This course allows students to investigate, design and create their own interactive 3D game. Students learn how to create 3D models of objects, apply material to 3D models, model and texture a 3D character, attach a rig for character movement and create animations. Students will also create their own game environment, set up lighting and audio and develop the code for gaming interaction. Students will use a variety of industry standard software such as Maya, Blender and Unreal Engine to support their game development. Students document their game development process to provide evidence of and support their learning.

Assessment

- Skills and Applications tasks 20%
- Product 50%
- External Assessment (Folio) 30%

Design, Technology & Engineering (Material Products)

2 Semesters

SACE Credits 20 Credits

Course Description

Students investigate, design and produce prototype solutions to a given design brief. They will make informed independent choices of the materials and equipment to best suit their individual needs using traditional and contemporary practices. Computer Aided Machines (CAM), industry standard 3D drawing software, workshop equipment and a variety of materials are available to support students learning and designs. Students will document their manufacturing process to provide evidence of and support their learning.

Assessment

- Skills and Applications tasks 20%
- Product 50%
- External Assessment (Folio) 30%

Special Requirements

Possible materials depending on project.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

YEAR 11

YEAR 12

VOCATIONAL EDUCATION &
TRAINING (VET)

Western Adelaide Secondary
Schools Network

Year 1 - Certificate III Health
Services Assistance

Year 2 - Certificate III Health
Services Assistance

VET

Vocational Education & Training

What is VET and how can I do it?

VET stands for Vocational Education and Training, and provides students with transferable skills for work and future pathways. Students are able to include VET in their SACE studies which help students to build a vocational pathway in the SACE and encourage students to complete, or make significant progress towards completing VET qualifications while completing the SACE.

To complete the SACE, students must achieve 200 SACE credits, 150 of which can be gained through VET. Students must also complete the compulsory requirements of SACE consisting of 30 credits of literacy and numeracy as well as the Personal Learning Plan (10 credits) and the Research Project (10 credits). The recognition arrangements for VET in the SACE include:

- completed qualifications
- partly completed qualifications

Students can earn 10 SACE credits for 70 nominal hours. The SACE Board decides whether the SACE credits earned for a particular VET qualification are recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about Stage 1 and Stage 2. For more information about VET and to check the VET Recognition.

Register visit: <http://www.sace.sa.edu.au/subjects/recognised-learning/recognition-register>

Student can access VET at Plympton International College and also as part of the Western Adelaide Secondary Schools Network. Please refer below for more details.



What are Western Adelaide Regional VET Programs?

Regional VET Programs provide students in year 10, 11 and 12 in Western Adelaide with increased vocational pathway options through a broad range of VET course choices. Regional VET Programs are hosted by schools and Registered Training Organisations (RTOs). Students remain enrolled at their Home School, and attend the Host School or RTO for their chosen VET course.

Further on is information about Regional VET Programs being offered for 2022 (divided into industry areas). More detailed information about each course is also available on our website (www.wats.sa.edu.au), under 'Regional VET Programs'. Brochures will also be distributed to schools at the beginning of term 3 (for year 9, 10 and 11 students). Please see your VET Leader to get a copy of this brochure.

What are the benefits of choosing VET?

Some of the benefits are:

- Gaining a nationally-recognised qualification while completing your SACE
- Getting a 'head start' in your chosen career
- Making your senior school studies more relevant and interesting
- Providing opportunities to learn 'on-the-job' through workplace learning
- Gaining the skills and knowledge that employers seek in their employees
- Providing pathways into further education and training opportunities.

What Regional VET Programs can I enrol in for 2023?

The table below provides a brief summary of the courses offered for 2022 (grouped in industry areas). To find out more about the courses offered for 2022 please go to www.wats.sa.edu.au. 2022 program information will be available on this website from the beginning of term 3, 2022

How do I apply for a Regional VET Program?

Step 1: Read the information about each course in the table following (also available in the brochure distributed to your school).

Step 2: Read the detailed course information for the course/s you are interested in and encourage your parents/caregivers to read this too. This information is available for each course on our website (www.wats.sa.edu.au).

Step 3: Fill out the Student Application Form and hand it to your VET Leader by Friday week 8, term 3.

See your VET Leader for a copy of this form, or download it from www.wats.sa.edu.au.

Step 4: You will be provided with more information about the course from the Host School/Organisation, including the particular selection and enrolment procedures, which may include an interview. Selection for entry to courses will be based on the following principles:

- Demonstrated capacity for independent learning and meeting the requirements of the program.
- Identified relevant interest and/or experience in the program.
- Commitment to a post-school pathway in this area.

Step 5: Applicants will be advised of the enrolment outcome early in term 4.

Step 6: Applicants may need some further subject counselling at their Home School.

Unique Student Identifier (USI)

Students undertaking nationally recognised VET training will need to have a Unique Student Identifier (USI). USI accounts will contain a record of an individual's nationally recognised training and results. To establish a USI, please go to www.usi.gov.au and follow the steps to create a USI. Please have this number ready when applying for VET courses.

For further clarification please contact the VET Manager Lee Copeland.

QUICK LINKS

WELCOME

SUBJECT PATTERNS

MIDDLE YEARS CURRICULUM

YEAR 7

YEAR 8

YEAR 9

YEAR 10

SOUTH AUSTRALIAN CERTIFICATE
OF EDUCATION (SACE)

YEAR 11

YEAR 12

VOCATIONAL EDUCATION & TRAINING (VET)

Western Adelaide Secondary
Schools Network

Year 1 - Certificate III Health
Services Assistance

Year 2 - Certificate III Health
Services Assistance

Certificate III Health Services Assistance

Name: Health Services – Year 1

Registered Training Organisation:
TafeSA

Delivery Site: Plympton
International College

Qualification Code: HLT33115

Qualification Title: Certificate III
Health Services Assistance

Number of SACE Stage 2 Credits:
Year 1 = 40 credits

Student numbers: Minimum of 10,
Maximum of 15

Course Fees: approx. TBC
This course will be partly subsidi-
sided for Plympton International
College Students.

Course Description

This course aims to equip you
with the skills to provide safe,
high-quality care to clients
in a range of settings under
supervision.

Skills covered include communica-
tion, working with diverse people,
healthy body systems, infection
prevention and control, workplace
safety, medical terminology and
organisation.

Commencement Date:
Week 2, Term 1.

Completed Date: Week 6, Term 4.

Length of Course: 36 weeks.

Day and Time: Friday 9.00 – 15.05

Work Placement: 60 hours

Course Competencies

CHCCOM005

1. Communicate and work in health
or community services

HLTWHS001

2. Participate in workplace health
and safety

HLTINF001

3. Comply with infection prevention
and control policies and procedures

CHCDIV001

4. Work with diverse people

BSBWOR301

5. Organise personal work priorities
and development

HLTAID003

6. Provide First Aid

CHCCCS026

7. Transport individuals

CHCCCS002

8. Assist with movement

HLTFSE001

9. Follow basic food safety practices

CHCCCS012

10. Prepare and maintain beds

Special Requirements Meet TGSS
requirements for Year 2 of the
course.

Pre-Requisites: C grade or above
in English and Mathematics.

Further Educational Pathways:
Year 2 of the Certificate III Health
Services Assistance.

Career Pathway: There are
many different health pathways
that you can continue study and
gain employment in as a Health
Services Assistance worker includ-
ing nursing – medical practitioner,
physiotherapist, podiatrist.

Certificate III Health Services Assistance

Name: Health Services - Year 2

Registered Training Organisation:
TafeSA

Delivery Site: Plympton
International College

Qualification Code: HLT33115

Qualification Title: Certificate III
Health Services Assistance

Number of SACE Stage 2 Credits:
Year 2 = 30 credits

Student numbers: Maximum of 15

Course Fees: approx. TBC
This course will be partly subsidised for Plympton International College Students.

Course Description

This course aims to equip you with the skills to provide safe, high-quality care to clients in a range of settings under supervision.

Skills covered include communication, working with diverse people, healthy body systems, infection prevention and control, workplace safety, medical terminology and organisation.

Commencement Date:
Week 2, Term 1.

Completed Date: Week 6, Term 4.

Length of Course: 36 weeks.

Exit Point:

Day and Time:
Wednesday 9.00 – 15.05

Work Placement: 80 hours

Course Competencies

CHCCCS010

1. Maintain high standard of services

HLTAAP001

2. Recognise healthy body systems

BSBMED301

3. Interpret and apply medical terminology appropriately

CHCCCS015

4. Provide individualised support

CHCLEG001

5. Work legally and ethically

Special Requirements Meet TGSS requirements and DCSI Police Check.

Pre-Requisites: Completion of Year 1 of the course.

Further Educational Pathways:

There are a wide variety of further study options in this area.

Career Pathway: There are many different health pathways that you can continue study and gain employment in as a Health Services Assistance worker including nursing – medical practitioner, physiotherapist, podiatrist.

Stage 1

Code	Subject Name
1BGY10	Biology
1CEM10	Chemistry
1CHC10	Chinese (continuers)
1DMA10	Drama
1DMA20	Drama
1ESH10	English
1ETE10	Essential English
1FOH10	Food and Hospitality
1LES10	Legal Studies
1MAM10	Mathematics
1MEM10	Essential Mathematics
1MGM10	General Mathematics
1MRS10	Material Solutions
1MXE10	Music Experience
1MXE20	Music Experience
1NTN10	Nutrition
1PHD10	Physical Education
1PLM10	Personal Learning Plan: Modified
1PLP10	Personal Learning Plan
1PSG10	Psychology
1PYI10	Physics
1RES10	Robotic and Electronic Systems
1VAA10	Visual Arts – Art
1WPS10	Workplace Practices

Stage 2

Code	Subject Name
2BGY20	Biology
2BNV20	Business Innovation
2CEM20	Chemistry
2CHC20	Chinese (continuers)
2DCS20	Digital Communication Solutions
2DMA20	Drama
2ESH20	English
2ETE20	Essential English
2FOH20	Food and Hospitality
2ILA20	Integrated Learning A
2MEB10	Music Performance – Ensemble
2MEM20	Essential Mathematics
2MHS20	Mathematical Methods
2MRS20	Material Solutions
2MSO10	Music Performance – Solo
2NTN20	Nutrition
2PSG20	Psychology
2PYI20	Physics
2RPA10	Research Project A
2RPB10	Research Project B
2WPC20	Workplace Practices



Plympton International College

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CRICOS Provider No. 00018A



**Government
of South Australia**

Department for Education