



PARA HILLS HIGH SCHOOL

raising aspirations, inspiring excellence



YEAR 12

2021 Course and Subject Information

INTRODUCTION

This book gives a brief description of every subject offered to students going into Year 12.

Choice Subjects	Duration (1 or 2 semesters)
Biology	2
Chemistry	2
Child Studies	2
Dance	2
Creative Arts	2
Drama	2
English	2
English Literacy Studies	2
Essential English	2
General Mathematics	2
Information Processing and Publishing	2
Legal Studies	2
Mathematical Methods	2
Music	1 or 2
Nutrition	2
Physical Education	2
Physics	2
Psychology	2
Scientific Studies - Biology	2
Specialist Mathematics	2
Visual Arts: Arts	2
Visual Arts: Design	2
Workplace Practices	2
Total subjects	8

CHOICE SUBJECT - PICK

BIOLOGY

Contact: Science Coordinator

Length: Full Year

A satisfactory achievement in Stage 1 Biology A and/or B is recommended. Successful completion of Stage 1 Chemistry is an advantage.

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.

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

Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving every-day and complex problems and challenges.

Topics covered:

- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

Assessment:

- Assessment Type 1 - Investigations Folio (30%) - Students undertake at least two practical investigations and one investigation with a focus on Science as a Human Endeavour.
- Assessment Type 2 - Skills and Applications Tasks (40%) - Students undertake at least three skills and applications tasks.
- Assessment Type 3 - Examination (30%) - Students undertake a 130-minute examination.

Special Conditions:

It is strongly recommended that students purchase a Revision Guide (approximately \$22.00).

BIOLOGY - INTEGRATED LEARNING

Contact: Science Coordinator

Length: Full Year

Biology (Integrated Learning) has been designed for students who are interested in Biology but do not plan on studying science at university. Students will study the four topics in the main Biology course but will focus on their development of the General Capabilities rather than exam skills and detailed understanding of the biological content. Instead of sitting the external exam and four SATs at school, the course is focussed on how students develop their confidence of the SACE General Capabilities. Students will be assessed on their reflections of how they have developed their understandings of the General Capabilities.

Topics covered:

- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

Assessments:

- Assessment Type 1 - Practical Inquiry (40%) - Students undertake at least two practical inquiries.
- Assessment Type - Connections (30%) Students undertake at least one connections task that allows them to make connections between the program focus and their development of a capability.
- Assessment Type 3 - Personal Endeavour (30%) - Students undertake one personal endeavour inquiry-based or practical-based investigation.

CHEMISTRY

Contact: Science Coordinator

Length: Full Year

A satisfactory achievement in Stage 1 Chemistry (C or above) is recommended.

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed and the interaction between human activities and the environment. 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.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future.

Students will study Chemistry as a combined class from local high schools, at the Mawson Lakes campus of University S.A. They will have access to the university laboratories and hence to a wider range of equipment than is available in their schools and will have access to university staff who are working on the most recent developments in their subject areas. This approach aims to introduce students to university life as well as easing and encouraging their transition into tertiary study.

Topics covered:

- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources.

Assessments:

- Assessment Type 1 - Investigations Folio (30%) - Students undertake at least two practical investigations and one investigation with a focus on Science as a Human Endeavour.
- Assessment Type 2 - Skills and Applications Tasks (40%) - Students undertake at least three skills and applications tasks.
- Assessment Type 3 - Examination (30%) - Students undertake a 130-minute examination.

Special Conditions:

Students will need to arrange transport to and from UniSA Mawson Lakes.

CHILD STUDIES

Contact: Technology Coordinator

Length: Full Year

A satisfactory achievement in Stage 1 Child Studies (C or above) is desirable.

This course examines:

- Child Development from birth to six years
- Importance of Play
- Children and Books
- Children's Nutrition
- Children with Special Needs
- Protective practices for safety in the community

Assessment:

- School Assessment (70%) - includes Independent and Directed Investigations, Collaborative Task and Special Study
- External Assessment (30%)

CREATIVE ARTS

Contact: Arts Coordinator

Length: Full Year

A satisfactory achievement in Stage 1 Art (C or above) is recommended.

A subject that allows students to explore a specific area of Art/ Design or the Performing Arts that interests them. Emphasis is placed on developing skills in the chosen area and on critical and creative thinking to develop creative Art works. Areas of interest may include: jewellery, photography, stage management, theatrical performance, choreography, music composition, dance technology, film making.

Assessments:

- Practical Skills (30%)
- Product (50%)
- Investigation (20%)

DANCE

Contact: Arts Coordinator

Length: Full Year

A satisfactory achievement in Stage 1 (C or above) is recommended.

In Stage 2 Dance, students will build on their knowledge of three key learning areas: understanding dance, creating dance and responding to dance.

In this subject students are expected to:

1. Develop knowledge and understanding of the body, dance skills, dance elements, structural devices, production elements and safe dance practices in choreography and performance
2. Apply technical and expressive dance skills in performance
3. Communicate choreographic intent to an audience through composition and performance
4. Evaluate their own creative works as an artist and that of others as an audience member
5. Research and analyse dance in global contexts.

Assessment:

Students provide evidence of their learning through four assessment tasks, including the external assessment component. Students complete:

- One performance portfolio
- Two dance contexts tasks — a recording and a choreographic analysis
- One skills development portfolio.

DRAMA

Contact: Arts Coordinator

Length: Full Year

A satisfactory achievement in Stage 1 Drama (C or above) is recommended.

In Stage 2 Drama, students develop their creativity, collaboration, critical thinking and communication skills as artists. Students will adopt individual roles from a variety of options within the dramatic fields of theatre and/or screen through a dramatic study of:

Assessments:

- A Group Production
- Evaluation and Creativity
- A Creative Presentation

ENGLISH

Contact: English Coordinator

Length: Full Year

A B Grade or higher in Stage 1 English or Essential English is desirable.

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

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake three responses to texts (two written and one oral), four created texts (one of the four texts is a written statement) and one comparative analysis.

Assessment:

- School Assessment (70%)
 - Assessment Type 1 - Response to texts
 - Assessment Type 2 - Creating texts
- External Assessment (30%)
 - Assessment Type 3 - Comparative analysis



ENGLISH LITERARY STUDIES

Contact: English Coordinator

Length: Full Year

A B Grade or higher in Stage 1 English and a teacher recommendation is desirable.

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

The subject focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences and contexts. Students will develop an appreciation of the power of language and how texts challenge or support cultural perceptions.

Students will produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students will develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

Assessment:

School assessment (70%)

- Assessment Type 1 - Responding to Texts (50%)
- Assessment Type 2 - Creating Texts (20%)

External Assessment (30%)

- Assessment Type 3
 - Part A - Comparative Text Study (15%)
 - Part B - Critical Reading (15%)

ESSENTIAL ENGLISH

Contact: English Coordinator

Length: Full Year

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students will understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Students will undertake:

- Three responses for responding to text - students read and respond to different texts, undertaking at least one of the responses in an oral multi-modal form and at least one of the responses in written form.
- Three assessments for creating texts - students produce three texts undertaking at least one of the texts in an oral multi-modal form and at least one of the responses in written form.
- One language study - students undertake one language study that is a maximum of 1500 words or 9 minutes in oral form reflecting on the use of specialised vocabulary in texts or in a context; the effect of context on appropriate language choice; the role of language in establishing individual or group identity; or how language choice is determined by the expectations of the audience.

Assessment:

- Responding to texts (30%)
- Creating Texts External Assessment (40%)
- Language Study (30%)

GENERAL MATHEMATICS

Contact: Mathematics Coordinator

Length: Full Year

A B Grade or above in Stage 1 General Mathematics for two semesters is recommended.

This course enables students to learn a range of mathematical skills that apply to practical problem solving. The topics covered are Modelling with Linear Relationships; Modelling with Matrices; Statistical Models; Financial Models and Discrete Models.

Assessment:

- Tests (40%)
- Mathematical Investigations (30%)
- Examination (30%)

Special Conditions:

Graphics calculators or computers will be used in assessment work. A revision guide is recommended (cost approx. \$28.50)

INFORMATION PROCESSING AND PUBLISHING

Contact: Senior School Assistant Principal

Length: Full Year

Information Processing and Publishing focuses on the development and application of practical skills to provide creative solutions to text-based communication tasks. Students create both print and electronic text-based publications, and evaluate the development process.

They use technology to design and implement information processing solutions, and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts. Consists of the following two focus areas:

- Desktop Publishing
- Electronic Publishing

Students will complete five practical tasks using Adobe InDesign and Adobe Dreamweaver and three issues analysis tasks based on social or ethical issues associated with informational processing and publishing.

Assessment:

- School Based (70%)
- Issues analysis (40%)
- External (30%)
- Product and Documentation (30%)



LEGAL STUDIES

Contact: Humanities Coordinator

Length: Full Year

A satisfactory achievement in Stage 1 Legal Studies (C or above) is recommended. Essay writing skills are essential.

A study of the 4 topics of this subject explores the Australian Legal System from local to global. Students investigate and analyse the principles, structures and processes of the Australian Legal System.

Topics

- Australian Legal System
- Constitutional Government
- Law Making
- Justice Systems

Assessment:

- Folio (essays, orals, tests etc.)
- Inquiry
- External Exam

MATHEMATICAL METHODS

Contact: Mathematics Coordinator

Length: Full Year

A B Grade or above in Stage 1 Mathematics 1, 2, 3 and 4 is recommended.

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

Assessment:

- School Assessment (70%)
 - six skills and applications tasks
 - one Mathematical investigation
- External Assessment – three hour examination (30%)

Special Conditions:

All students require a SACE approved Graphics Calculator. A revision guide is recommended (cost approx. \$28.50)



MUSIC CERT III IN MUSIC INDUSTRY (PERFORMANCE)

Contact: Arts Coordinator

Length: Full Year (Cert III in Music Industry Performance) or 1 Semester (Stage 1 SACE Music)

In order to be enrolled in Stage 2 Music or the Certificate III in Music Industry, students must have completed a full year of Year 11 Music or the Certificate II in Music Industry.

Certificate III in Music Industry (Performance)

The Certificate III in Music is a VET course. Completion of this course will result in 30 Stage 2 Credits.

This course is a practical, skills-based approach to learning music performance and sound production which can prepare students for work and life as a musician/ producer/song writer in the contemporary music industry. The course is designed to gain and develop skills and knowledge relevant to working in the music industry with a focus on ensemble performance, creative song writing and recording/manipulating digital audio. Students will explore the different styles of contemporary music, examine song writing methods and sound engineering basics. Students will compose using instruments, synthesisers and loops.

Stage 2 Music

Stage 2 Music results in 20 Stage 2 units per semester.

This course aims to extend students' confidence and skills in their ability to engage in music by extending their musical understanding, skills and knowledge. Students will select 2-3 of the following units:

- Ensemble Performance
- Solo Performance
- Individual Study
- Music Technology
- Musical Styles

Special Conditions:

Students will perform in the community and will need to enroll in one of the lunch time ensembles in addition to their class ensemble. Lunch time ensembles available in 2019 included The African Drum Ensemble, The Ukulele Ensemble and The Stage Band.

Students must either own or hire an instrument. Instruments are available for hire from the school at a highly subsidized price. Hire fees for 2020 were unavailable at time of printing.

NUTRITION

Contact: Science Coordinator

Length: Full Year

A satisfactory achievement in Stage 1 Science (C or above) is recommended.

Nutrition is a contemporary science which 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 will apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence and research to critically analyse information and make informed decisions or recommendations.

Topics covered:

- Principles of Nutrition, Physiology and Health
- Health Promotion and Emerging Trends
- Sustainable Food Systems

Assessment:

- Assessment Type 1 - Investigations Folio (30%) - Students undertake one design practical investigation and one investigation with a focus on Science as a Human Endeavour.
- Assessment Type 2 - Skills and Applications Tasks (40%) - Students undertake three skills and applications tasks, one of which must be a case study.
- Assessment Type 3: Examination (30%) - Students undertake a 130-minute examination.

PHYSICAL EDUCATION

Contact: Health and PE Coordinator

Length: Full Year

A satisfactory achievement in Stage 1 Physical Education (C or above) is recommended.

Within Physical Education students 'learn by doing' as they explore physical movement. Specifically the factors that influence and improve participation and performance outcomes, with the goal to achieve improvement in their own movement confidence and ability. An integrated approach to the learning supports a framework that promotes deep learning 'in, through, and about' physical activity. This ensures students make meaning of the 'thinking' processes fundamental to the learning of physical activity.

Students are not assessed on how good their movement quality is, but on the processes they use to improve their movement performance or participation.

Assessment:

- Assessment Type 1 - Diagnostics (30%) - students participate in activity and collect a variety of evidence to demonstrate application of knowledge from the focus areas and movement concepts and strategies.
- Assessment Type 2: Improvement Analysis (40%)- students undertake a personal journey of improvement. They identify an aspect of their physical performance for improvement, and design and implement strategies, such as plans, programs, approaches, and/or tactics, to improve the identified aspect.
- Assessment Type 3: Group Dynamics (30%) - this assessment investigates the impact team members have on the participation and performance of others. Students create or participate in a sport competition and demonstrate game competence, knowledge, and engagement. Through participation students demonstrate their value to the team; their learning in, through, and about sport; and their impact on the participation and performance of others.

PHYSICS

Contact: Science Coordinator

Length: Full Year

A satisfactory achievement in Stage 1 Physics (C or above) is recommended.

The study of Physics is constructed around using 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.

Students will study Physics as a combined class from local high schools, at the Mawson Lakes campus of University S.A. They will have access to the university laboratories and hence to a wider range of equipment than is available in their schools and will have access to university staff who are working on the most recent developments in their subject areas. This approach aims to introduce students to university life as well as easing and encouraging their transition into tertiary study.

Topics covered:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms.

Assessment:

- Assessment Type 1 - Investigations Folio (30%) - Students undertake at least two practical investigations and one investigation with a focus on Science as a Human Endeavour.
- Assessment Type 2 - Skills and Applications Tasks (40%) - Students undertake at least three skills and applications tasks.
- Assessment Type 3 - Examination (30%) - Students undertake a 130-minute examination.

Special Conditions:

Students will need to arrange transport to and from Mawson Lakes and are strongly supported at school through a tutorial system.

PSYCHOLOGY

Contact: Science Coordinator

Length: Full Year

Please note that the Stage 2 Psychology curriculum is under review and topic covered and assessment requirements may change for 2021 onwards. Integrated Learning within the Stage 2 Psychology curriculum will be offered if required to support student achievement.

Topics covered:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

Assessment:

- Assessment Type 1 - Investigations Folio (30%) - Students complete at least one group investigation and one individual investigation.
- Assessment Type 2 - Skills and Applications Tasks (40%) - Students undertake at least four skills and applications tasks.
- Assessment Type 3 - Examination (30%) - Students undertake a 130-minute examination.

SPECIALIST MATHEMATICS

Contact: Mathematics Coordinator

Length: Full Year

*A B Grade or above in Stage 1 Mathematics 1, 2, 3 and 4 is recommended. Students undertaking this course **must** study Mathematical Methods.*

This course draws on and deepens student's Mathematical knowledge, skills and understandings, and provides opportunities for students to develop their skills in using rigorous mathematical arguments, proofs, and using mathematical models.

Topics include Mathematical Induction; Complex Numbers; Fractions and Sketching Graphs; Vectors in 3D; Integration Techniques and Applications; and Rates of Change and Differential Equations.

Assessment:

- School Assessment (70%)
 - six skills and applications tasks (50%)
 - one investigation (20%)
- External Assessment – three hour examination (30%)

Special Conditions:

All students require a SACE approved Graphics Calculator. A revision guide is recommended (cost approximately \$28.50) Students may be required to study Specialist Mathematics as part of a group from local High Schools at the Mawson Lakes campus of the University of SA. Tuition classes will be offered back at school.

SCIENTIFIC STUDIES

Contact: Science Coordinator

Length: Full Year

Innovative and critical thinking in the world of science underpins a cohesive understanding of the natural world and the discovery of new ways of doing and thinking. Science is continually refining and expanding our knowledge of the universe and, as this happens, stimulating new questions for future investigation.

Through a focus on science inquiry skills and scientific ways of observing, questioning, and thinking, students in Scientific Studies actively investigate and respond to authentic, engaging, and complex questions, problems, or challenges. They employ interdisciplinary approaches with a focus on science and engineering, supported through the application of technology, design, and mathematical thinking (STEM).

In Stage 2 Scientific Studies, scientific inquiry is the basis for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three integrated strands:

- Understanding of scientific concepts
- Science as a Human Endeavour
- Science Inquiry Skills.

The contexts that students will use to explore and inquire into aspects of science will be chosen to suit their interests.

Assessment:

- Assessment Type 1: Inquiry Folio (50%) - Students undertake three tasks with a focus on science inquiry skills, one investigation with a focus on science as a human endeavor and one individual inquiry design proposal.
- Assessment Type 2: Collaborative Inquiry (20%) - Students undertake one collaborative inquiry which includes the collaborative inquiry design and the collaborative inquiry evaluation.
- Assessment Type 3: Individual Inquiry (30%) - Students undertake one individual inquiry using the proposal developed and assessed in Assessment Type

VISUAL ARTS: ART

Contact: Arts Coordinator

Length: Full Year

A satisfactory achievement in Stage 1 Art (C or above) is recommended.

Students will work as an artist in developing ideas and concepts to produce final artworks that reflect their personal art aesthetic and stylistic choices. Students will research art, artists and art media to influence their own practical works. Drawing, painting, sculpture, printmaking, photography and computer manipulated work are some of the possible areas students may choose to work on, for each of the practical components.

Assessment:

- 20 A3 page Visual Study (30%)
- Practical Work and Practitioners Statement (30%)
- 40 A3 page Folio (40%)

VISUAL ARTS: DESIGN

Contact: Arts Coordinator

Length: Full Year

A satisfactory achievement in Stage 1 Design (C or above) is recommended.

Students will study a variety of practitioners to build their skills and knowledge in their chosen area of design (graphic, product, fashion etc.). They will work as a designer to generate conceptual ideas to produce works in response to their chosen design brief. Students follow the design process to create practical work and present professionally finished design products. Students will have access to industry standard digital media such as the Adobe Suite (Adobe Photoshop, Adobe Illustrator and Adobe InDesign), as well as laser cutting/engraving technology.

Assessment:

- 20 A3 page Visual Study (30%)
- Practical Work and Practitioners Statement (30%)
- 40 A3 page Folio (40%)

WORKPLACE PRACTICES

Contact: Senior School Assistant Principal

Length: Full Year

The subject requires a compulsory 50-60 hours of Vocational Learning. This may involve Work Experience, Part-Time Employment or be undertaken as a VET course.

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national and global issues in an industry and workplace context.

Assessment:

- School Based (70%)
 - Folio (25%)
 - Performance (25%)
 - Reflection (20%)
- External Investigation - practical or issues analysis (30%)



STUDENT NAME:

CAREGROUP:

YEAR 12 SUBJECT SELECTION

2021

Duration (1 or 2 semesters)	Choice Subjects <i>(90 credits total)</i>	Credits	Your choice
2	Biology	20	
2	Chemistry	20	
2	Child Studies	20	
2	Dance	20	
2	Creative Arts	20	
2	Drama	20	
2	English	20	
2	English Literary Studies	20	
2	Essential English	20	
2	General Mathematics	20	
2	Information Processing and Publishing	20	
2	Legal Studies	20	
2	Mathematical Methods	20	
1 or 2	Music	30 or 20	
2	Nutrition	20	
2	Physical Education	20	
2	Physics	20	
2	Psychology	20	
2	Scientific Studies - Biology	20	
2	Specialist Mathematics	20	
2	Visual Arts: Arts	20	
2	Visual Arts: Design	20	
2	Workplace Practices	20	
2	Total credits	80	80