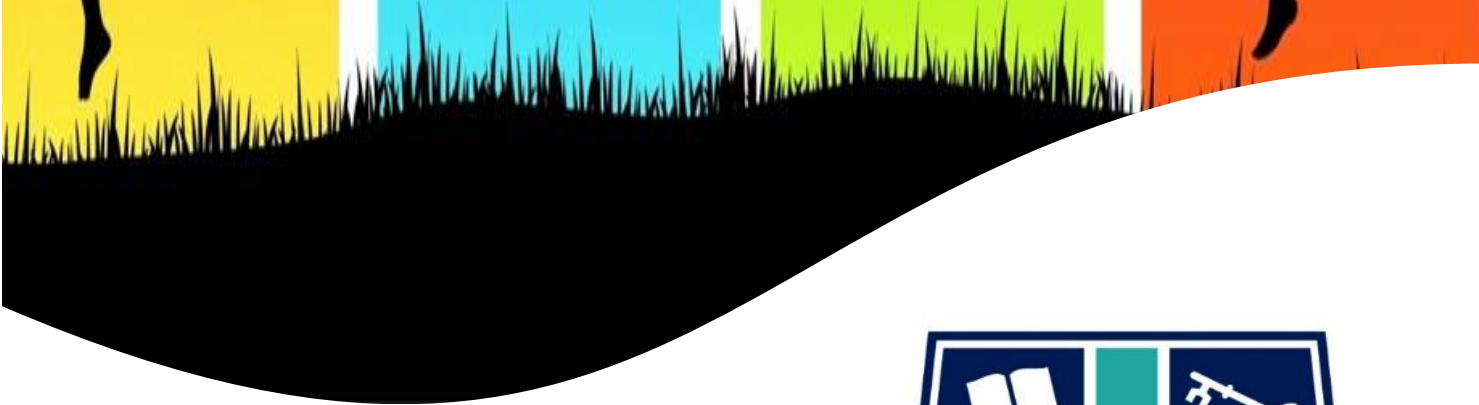


SENIOR SCHOOL (10-12)

2025

Course

Booklet



HOPE
CHRISTIAN COLLEGE

Hope Opportunity Promise Excellence



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HOPE
CHRISTIAN COLLEGE

Hope Opportunity Promise Excellence



HOPE
CHRISTIAN COLLEGE

Hope Opportunity Promise Excellence

Developing the whole child
in a caring, nurturing environment
in the knowledge of the gospel of Jesus Christ



At Hope Christian College, we believe:



All students are capable of learning because they are created in the image of God.

Student learning outcomes are enhanced by our distinctive Christian culture.



Learning is holistic, taking into account the development of the whole child.

Learning is for pleasure, for personal growth and for participation in society.



Learning is developmental, moving from surface learning to deep learning to transfer learning.

Learning is influenced by a range of effective teaching practices.



Learning is visible, and can be measured.

INTRODUCTION

For **Hope Christian College** students, the period from Year 10 to Year 12 represents a time of study in the Senior School. This culminates in the completion of the South Australian Certificate of Education (SACE).

In these years, students see the end of their compulsory schooling prior to tertiary study or a career. Senior School is the 'business end' of secondary schooling, and students, parents/caregivers and schools increasingly realise the importance of student achievement in a fiercely competitive society.



Student choices at Senior School level should relate to personal interest and ability, as well as future study and career interests. **Hope Christian College** offers a growing choice of subject combinations for Years 10-12 students. From these, students can select a pathway to satisfy their own needs, and to meet the requirements of the SACE. To assist parents/caregivers and students, the section entitled **CONTINUING YOUR EDUCATION** (page 6) should be read carefully.

The various subjects being offered in 2025 will give students the opportunity to select the most appropriate pathway, enabling them to enter the tertiary institution or career path of their choice. The College urges **parents/caregivers** to play an active part in the selection of their child's course, and to consult with staff members over final choices.

CONTINUING YOUR EDUCATION

In making decisions about possible subject and career choices, students should complete a course at University or through Registered Training Organisations (RTOs) such as TAFE, which will greatly enhance their future career and employment options.

BACHELOR'S DEGREE (e.g. Bachelor of Education)	Degree courses include major studies of significant depth. They equip students with the practical skills and techniques needed to apply their knowledge effectively in a profession and provide a basis for postgraduate study such as a master's degree or Ph.D. programme [<i>minimum 3 years full time or equivalent</i>].
DIPLOMAS & ADVANCED DIPLOMAS (e.g. Advanced Diploma of Accounting)	Most diplomas develop knowledge and competence in an industry context, and meet industry and enterprise requirements. After completing a diploma, students may wish to continue to a graduate diploma or degree course [<i>18 months to 2 years for Diploma, 2-3 years for Advanced Diploma</i>].
CERTIFICATE (e.g. Certificate IV in Information Technology)	Certificate courses provide a range of training opportunities, and students often do higher level awards after completing a certificate course. They satisfy industry and enterprise national competency standards relating to workplace performance [<i>usually short courses up to 18 months years in duration</i>].

Many higher education courses are offered to full-time and part-time students, and a growing number of courses are available online. On completion of a further education course, students can apply for other, more advanced courses. More detailed information about RTOs can be found on the website below, or from our Pathways Learning Area Leader, Mrs Alford.

Information about tertiary education can be found in University brochures and Handbooks from the various universities and institutions. Students should consult Mrs Alford or Mr Barnes for information or advice. Observation visits to tertiary institutions can also be arranged according to student interest.

See <http://www.satac.edu.au> and then scroll down to select

Undergraduate

for the **university** option

or

TAFE SA

for the **RTO / TAFE** option

UNIVERSITY COURSES

2025 University Entry Requirements (for those completing Year 12 in 2024)

Selection is based on both **eligibility** (are you qualified?) and **rank** (are you competitive?).

To be **eligible** for selection into a university course, you must:

- Obtain an Australian Tertiary Admission **Rank** (ATAR);
- Meet the prescribed Tertiary Admissions Subject (TAS) requirements for the course;
- Meet any prerequisite subject requirements for the course.

University aggregate and Australian Tertiary Admission **Rank** (ATAR)

The ATAR is an indicator of how well a particular student has performed in comparison with other students – it is a **RANK**, not a % score; thus, an ATAR of 83.2 generally indicates that a student scored higher than 83.2% of other students. It is calculated from the university aggregate.

To obtain a university aggregate (thus an ATAR), you must:

- Qualify for the SACE (200 credits);
- Complete at least 90 credits of study at Stage 2, of which 60 credits must be 20-credit Tertiary Admissions Subjects (TAS), and 10 credits must be Research Project;
- Comply with the rules relating to precluded combinations and counting restrictions.

TAS: these subjects depend on the course for which you are applying. Only 20-credit (full year) subjects can be counted.

- For some courses you must record a minimum grade of C minus (C-), the lowest possible passing grade.
- For each University some subjects are listed as “pre-requisites”; most are “assumed knowledge”:
 - **Prerequisites** - subjects you **MUST** take in order to be eligible for the course. Very few courses have prerequisites, e.g. Engineering usually has a prerequisite of Mathematical Methods.
 - **Assumed knowledge** - the University assumes you have some prior knowledge, but they are not compulsory, and many universities offer introductory courses in these subjects.

For further information you can arrange an appointment with Mrs Alford or Mr Barnes, or contact the University student centres:

The University of Adelaide:	8303 4455	www.adelaide.edu.au
University of South Australia:	8302 2376	www.unisa.edu.au
Flinders University:	8201 3074	www.flinders.edu.au
Tabor Adelaide	8373 8777	www.tabor.edu.au
Torrens University	1300 575 803	www.torrens.edu.au
TAFE SA:	8226 3409	www.tafe.edu.au
SATAC	8223 6447	www.satac.edu.au

NOTE: If you wish to attend a university in South Australia, you are generally required to complete 4 subjects plus **AIF (Activating Identities and Futures)** / Research Project) at Stage 2 level.

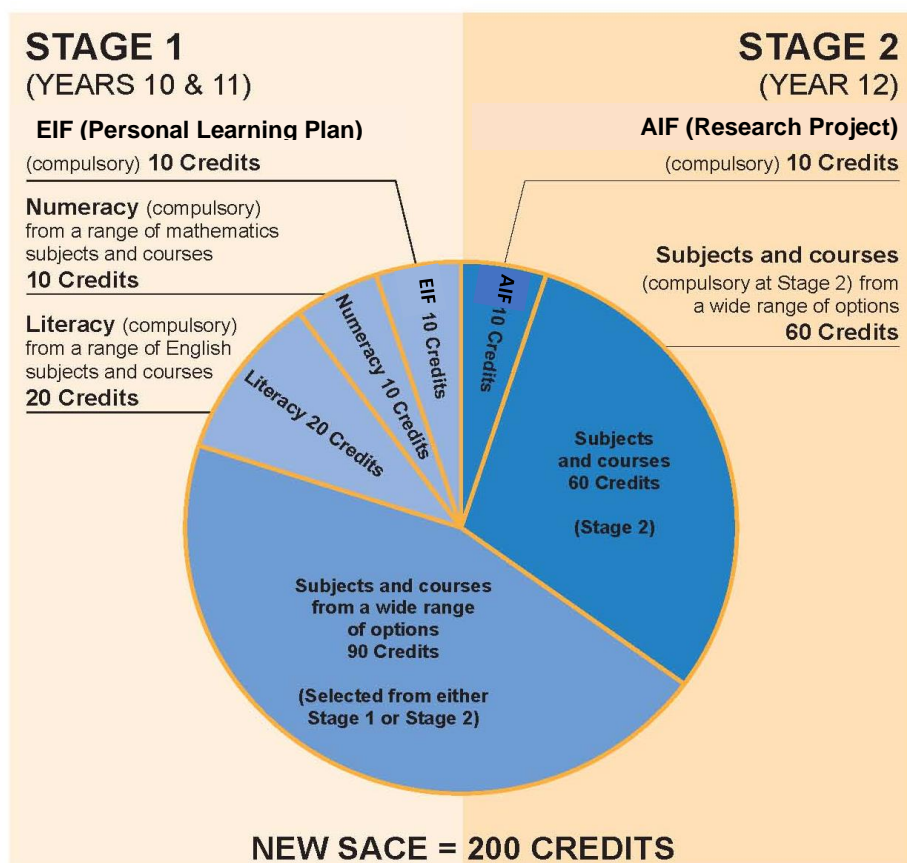
If you wish to go to university inter-state, you **might** be required to complete 5 subjects (including English) plus AIF. Different universities have different requirements. Contact them for further information.

QUALIFYING FOR THE SACE IN 2025

The SACE (South Australian Certificate of Education) is an internationally recognised credential that opens pathways leading to various further studies and employment, and is based on globally endorsed capabilities.

To meet the requirements of the Certificate, students need to take a balance of studies, generally over two years. **Stage 1 of the SACE** is mostly studied in **Year 11** and **SACE Stage 2 in Year 12**. Students may negotiate minor alterations to this schedule. Compulsory studies include **EIF (Exploring Identities and Futures)** / Personal Learning Plan, in Year 10), English (Literacy) and Mathematics (Numeracy) at **Stage 1**; and AIF (Research Project) at **Stage 2**. These compulsory subjects are supported by a selection of other subjects of the students' own choosing throughout **Stage 1** and **Stage 2**.

To be awarded the SACE in 2025, students must complete the following pattern:



- 10 credits EIF (Personal Learning Plan) at **Stage 1**: must gain at least a C grade.
- 10 credits Numeracy (Maths) at **Stage 1**: must gain at least a C grade in one semester. It is the practice of Hope Christian College that students do Maths in both semesters in Year 11.
- 20 credits Literacy (English) at **Stage 1**: must gain at least a C grade in two semesters.
- 10 credits AIF (Research Project) at **Stage 2**: must gain at least a C- grade.
- Remaining 150 credits must contain a minimum of 60 credits (e.g. three full-year subjects) at **Stage 2** level.

The pie chart above is the **minimum requirement for SACE** only, not for university entrance.

Higher education institutions use an Australian Tertiary Admission Rank (ATAR) to rank students for selection to courses. To be eligible for an ATAR, students must typically complete four **Stage 2** (Year 12) subjects, plus the AOF (Research Project). See **page 7** of this booklet for more information.

A completed Certificate III (with the exception of Retail) can replace a Stage 2 subject in ATAR calculations.

LEARNING SCOPE OF THE SACE

Capabilities

The aim of the SACE is to develop well-rounded, capable young people who can make the most of their potential. The *capabilities* (based on international research) include the knowledge and skills regarded as essential for people to act in effective and successful ways. There are seven capabilities that have been identified to enable students to make connections in their learning:

LITERACY	CRITICAL & CREATIVE THINKING	INFORMATION & COMMUNICATION TECHNOLOGY
ETHICAL UNDERSTANDING		INTERCULTURAL UNDERSTANDING
NUMERACY	PERSONAL & SOCIAL CAPABILITY	

Assessment

All **Stage 1 subjects** will be assessed and reported with the grades **A to E**; **Stage 2 subjects** are **A+ to E-**. Each level of achievement describes *how well* the student demonstrates the knowledge, skills and understanding of the subject. Teachers will make a judgment about the *quality* of student learning with reference to *performance standards*.

Students must gain a C grade in **Stage 1**, or a C- in **Stage 2**, in order to “pass” that subject.

An extract of typical C Grade performance standards appears below:

Performance Standards for the Stage 1 EIF (Exploring Identities and Futures) / Personal Learning Plan

	Understanding and Development of Capabilities	Decision-making	Communication	Evaluation and Reflection
C	<p>Satisfactory development and demonstration of ways in which the student contributes, or can contribute, to the wider community (citizenship).</p> <p>Adequate identification and exploration of personal learning strengths, needs, abilities and goals for present and future options (personal development).</p>	<p>Satisfactory awareness of current literacy, numeracy and ICT skills and other capabilities.</p> <p>Satisfactory development of some knowledge and skills to make adequate decisions about aspects of the plan.</p>	<p>Satisfactory communication and interaction with others with relevant expertise (within school and externally) to identify ideas and plans for possible learning goals (communication).</p>	<p>Satisfactory evidence of self-assessment and planning for achieving goals, and adjustments made to the plan.</p> <p>Adequate reflection on the purpose of the plan.</p>

Note: the words “satisfactory” and “adequate” indicate the **minimum standards** required to earn a C grade.

Compulsory Components

To “pass” **SACE Stage 1**, it is compulsory for students to gain at least a C Grade in:

- **Literacy** (English, 20 credits/two semesters in Year 11)
- **Numeracy** (Maths, 10 credits/one semester; at Hope CC, Maths is studied for two semesters in Year 11)
- **EIF** (Personal Learning Plan, 10 credits, currently two lessons per week for a whole year in Year 10).

This acts as a *gateway* to **Stage 2** (generally Year 12) **SACE**.

Moderation

The compulsory components of **SACE Stage 1** (English, Maths and EIF/PLP) are **moderated** by the SACE Board of SA. Moderation ensures that the grades awarded for student learning are applied consistently and fairly against the performance standards for that subject, and are comparable across all classes and schools in South Australia and the Northern Territory. *Moderation, therefore, confirms or adjusts teachers’ grades.*

At **Stage 2** level, ALL subjects have a 70% School Assessment Component (**moderated** by the SACE Board), as well as a 30% External Assessment Component (**marked independently** by the SACE Board).

VOCATIONAL EDUCATION & TRAINING

Vocational Education and Training (VET) gives students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations (RTOs).

VET may include in-school training, off-campus training, or school-based apprenticeship/traineeships. Entry into courses is offered as part of an identified pathway.

VET is an option for students who wish to seek entry into apprenticeships or traineeships during the completion of the SACE.

Undertaking VET while at school gives students a competitive advantage when applying for an apprenticeship.

Recognition arrangements enable students to include VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at **Stage 1** and/or **Stage 2** for successfully completed VET, earning 10 SACE credits for the completion of 70 nominal hours of VET.

Students can use a maximum of two qualifications at Certificate I level to gain credits towards the completion of their SACE. There is no limit to the number of qualifications at Certificate II level or higher that students can use. Generally, completion of Certificate III level can be included as a **Stage 2** subject and *may* count towards an ATAR.

Benefits of VET Programs

- You can explore possible areas of study and work options;
- VET qualifications are nationally recognised;
- Typical VET courses that have been undertaken: Aged Care, Animal Studies, Automotive, Business Studies, Construction, Early Childhood Education, Electrotechnology, Engineering, Fitness, Retail Cosmetics, and Salon Assistant. Many more courses are available.
- A completed Certificate III may be used to improve a student's ATAR.

All applications for VET courses and fee structures (if applicable) are discussed and organised *prior* to the commencement of any VET program. A VET Fee Policy document is available upon request.

Typical VET courses that have been undertaken include Automotive, Sport and Fitness, Business Studies, Hospitality, Aged Care, and Animal Studies. Many more courses are available.

Hope Christian College hopes to run **Vetamorphus** (Certificate III Christian Ministry & Theology) on campus in 2025, depending upon demand, as an option for 11 Christian Life / Spiritualities, Religion & Meaning.

FEES: Although parents pay VET fees separately, in full and up-front (to RTO), **Hope Christian College** will pay a rebate (*maximum \$1600 into College accounts*) upon successful completion of one VET course per student per year. If the family's College fees are not up-to-date, this may affect the possibility of the student enrolling in a VET course. Please obtain and refer to the VET Fee Policy for a full explanation of possible rebates.

WORK AND ATTENDANCE: On days when students are at the workplace or RTO, they will miss lessons at College. Any work missed **must** be made up in consultation with teachers. This is largely offset on school days by the fact that students will have study lessons allocated. The day each week at the workplace or RTO is sometimes negotiable, to minimise any lesson clashes, seeking the best outcome for students and employers.

Students may commence VET courses in Semester 2 of Year 10, as well as in Years 11 and 12.

The best time to undertake VET is in Year 11, but students need to be aware that a number of VET courses have prerequisites of previous VET or work experience completed in Year 10, and some courses run for 18 months.

It is not recommended that students undertake VET in Year 12 due to the pressures of SACE completion and ATAR eligibility.

Although traditional SACE subjects still remain the main pathway to University, remember that Certificate III and above may count towards an ATAR.

SUBJECT SELECTION PROCESS

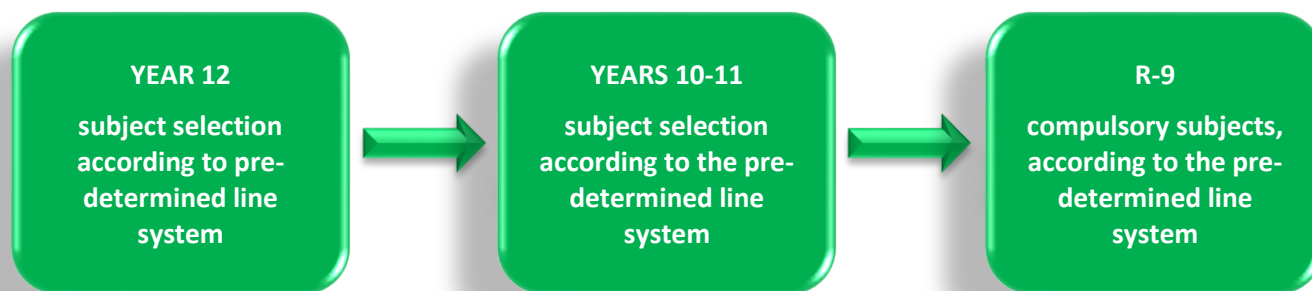
At **Hope Christian College**, in Semester 2 students select their subjects for the following year based on personal interest and ability, as well as future study and career interests. There is a window of time to change these selections.

The subject selection process occurs in phases:

Phase 1: The following year's Year 12 students select their desired subjects based on a pre-determined line system.

Phase 2: A predetermined (somewhat flexible) line system is created for the following year's Year 10 and Year 11 students, from which they select their subjects.

Phase 3: The timetable for R-9 students, whose subjects are compulsory, is created based on the Years 10-12 line system.



Where possible, students are to choose subjects that are available within the timetabled lines. However, **Hope Christian College** recognises that there are, in exceptional circumstances, times when students might need to study a **subject off-campus** (not a VET course). These subjects are **SACE Stage 1** (mostly Year 11) or **SACE Stage 2** (generally Year 12) and are typically studied online through Open Access College. These situations are rare, but might occur after extensive consultation with the Director of Studies.

The primary reason for requiring an off-campus subject relates to the College timetable. For example, **SACE Stage 2** Biology and Visual Arts might be on the same line at **Hope Christian College**. Another possibility might be that a student needs a subject as a prerequisite for university that **Hope Christian College** usually offers but that subject (for a range of reasons) becomes temporarily unavailable.

With this in mind, **Hope Christian College** will assist families by paying up to the full cost of a student's off-campus subject fees (including administration and tuition fees) according to the following principles:

1. Families are required to consult with the Director of Studies prior to the student studying an off-campus subject.
2. Only fees for off-campus subjects that **Hope Christian College** enrolls a student in apply in this instance. **Hope Christian College** is not responsible for the costs of any subject that a student enrolls in directly.
3. **Hope Christian College** will pay fees directly to the provider, usually Open Access College.
4. **Hope Christian College** will only pay fees if the student **passes** the subject; otherwise a student's family is responsible for paying the fees to the provider.
5. If the family's College fee accounts are not up to date, this might affect the possibility of **Hope Christian College** enrolling a student in an off-campus subject.

In practical terms, students who study an off-campus subject will:

1. typically complete their online lessons, supervised in the Senior School Hub;
2. be allocated a study line to complete the work for this subject;
3. potentially receive support (such as tuition) from **Hope Christian College** subject teachers;
4. receive correspondence directly from the provider, who will also contact **Hope Christian College's** Director of Studies for accountability purposes.

YEAR 10 OVERVIEW

Subject	Assumed Knowledge/Skills
Computer Assisted Drawing (CAD)	Prerequisite: at least a C grade in Year 9 Tech Studies
Child Studies (SACE Stage 1)	No prerequisites
Christian Life	Compulsory subject (no prerequisites)
Digital Technologies (Digital Communication Solutions)	Prerequisite: at least a C grade in Year 9 Digital Technologies
Drama	Prerequisite: at least a B- grade in Year 9 Drama/English
EIF (Exploring Identities & Futures) = new PLP course = SACE Stage 1	Compulsory subject (no prerequisites)
English – Essential English	No prerequisites
English (General)	Prerequisite: at least a C grade in Year 9 English
English – English Literature	Prerequisite: at least a B- grade in Year 9 English
Food & Hospitality	Prerequisite: at least a C grade in Year 9 Home Ec.
Geography	Prerequisite: at least a C grade in Year 9 Geography
History (20 th Century)	Compulsory subject in Semester 2 (no prerequisites)
Mathematics – Essential Maths	No prerequisites
Mathematics – General Maths	Prerequisite: at least a C+ grade in Year 9 Maths
Mathematics – Advanced Maths	Prerequisite: at least a B+ grade in Year 9 Maths
Music Experience (SACE Stage 1)	Prerequisite: C grade Year 9 Music / Grade 2 AMEB
Nutrition	Prerequisite: at least a C grade in Year 9 Science
Outdoor Education	Prerequisite: at least a C grade in Sem 1 PE
Physical Education/Health*	Compulsory subject in Semester 1 (no prerequisites); Prerequisite: Sem 2 = at least a C grade in Sem 1 PE
Science	Compulsory subject (no prerequisites)
Technology Studies	Prerequisite: at least a C grade in Year 9 Tech Studies
VET Courses (Semester 2)	Prerequisite: at least a C- grade in Year 10 English, Maths and EIF/PLP in Semester 1
Visual Arts – Art/Design	Prerequisite: at least a C grade in Year 9 Visual Arts
Vocal Ensemble/Choir/Chapel Band	Participation by audition

Notes:

- Prerequisite:** this level must have been obtained before enrolment in the subject. Special consideration might be given under certain circumstances.

Semester 1

Essential English English English Lit.	Essential Maths General Maths Advanced Maths	Science	PE and EIF/PLP	Christian Life	2 electives: Child Studies Drama Food & Hosp.	Nutrition Music Geography	Art Tech. CAD
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Semester 2

Essential English English English Lit.	Essential Maths General Maths Advanced Maths	Science	History and EIF/PLP	Christian Life	2 electives: PE Drama Food & Hosp.	Outdoor Ed Music Tech.	Geography Art CAD VET
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Choose one English
and one Maths

Compulsory Lines

YEAR 10 SUBJECTS

LEARNING AREA: HEALTH

SUBJECT:	10 Child Studies
Length of Course:	Semester
Prerequisite:	Nil ELECTIVE
Other Information:	SACE Stage 1 (10 credits)
COURSE CONTENT (5 lessons per week):	<ol style="list-style-type: none"> Children's growth and development from conception to eight years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. Childhood is a unique, intense period of growth and development. The ways in which children's lives are affected by relationships with others; intellectual, emotional, social and physical growth; cultural, familial and socioeconomic circumstances and educational opportunities, are explored.
ASSESSMENT:	Type 1: Practical Activities (50%) Type 2: Group Task (25%) Type 3: Investigation Report (25%) Assessment criteria: investigation, problem-solving, practical application, collaboration & reflection.
PATHWAYS:	SACE Stage 1 (Year 11) and Stage 2 (Year 12) Child Studies; useful for uni/TAFE courses associated with working with children, as well as real life skills.
FURTHER INFORMATION:	hayley.dawson@hopecc.sa.edu.au

LEARNING AREA: CHRISTIAN LIFE

SUBJECT:	10 Christian Life
Length of Course:	Two semesters (year)
Prerequisite:	Nil COMPULSORY
COURSE CONTENT (3 lessons per week):	<ol style="list-style-type: none"> Evolution Eternity - becoming and growing as a Christian Bible prophecy – predicting Jesus Spiritual warfare
ASSESSMENT:	Task 1: Oral presentation or written discussion Task 2: Short answer test Task 3: Reflective writing Task 4: Issues analysis Assessment criteria: knowledge & understanding, application, analysis, reflection & communication.
FURTHER INFORMATION:	damian.spavin@hopecc.sa.edu.au

LEARNING AREA: HUMANITIES

SUBJECT:	10 Drama
Length of Course:	Semester + Semester
Prerequisite:	B- in Year 9 Drama/Engl ELECTIVE
COURSE CONTENT (5 lessons per week):	<ol style="list-style-type: none"> Brief history of the development of modern theatre styles Focus and research of specific style that will be used in their major performance. Responding to a piece of live Theatre. An analysis of their major performance and their development as a performer or creative. Major performance at the end of each semester skills with an emphasis on voice, physicalisation, improvisation & physical theatre; application of learning to group and solo performances.
ASSESSMENT:	Type 1: Knowledge and Understanding (40%): character analysis, response to theatre styles, written review of a theatre performance Type 2: Practical (60%): Group production and solo performance Assessment criteria: knowledge & understanding, analysis, application.
PATHWAYS:	SACE Stage 1 and Stage 2 Drama
FURTHER INFORMATION:	rachel.riggs@hopecc.sa.edu.au Compulsory: Out of hours rehearsal every Wednesday from Week 5 Term 1 and Term 3. Two holiday rehearsal (6 hours in total.)

LEARNING AREA: ENGLISH

SUBJECT:	10 Essential English
Length of Course:	Semester + Semester
Prerequisite:	Nil
Other Information:	English COMPULSORY
COURSE CONTENT (5 lessons per week):	<ol style="list-style-type: none"> Film Study: <i>Wonder, The Sapphires</i> Writing Study: Short Story Unit Novel Study: <i>Arrive, A Thousand Paper Cranes</i> Poetry Study
ASSESSMENT:	Type 1: Shared Text Responses (60%): essays, shorter responses, critical reading tasks Type 2: Text Construction (20%): oral & multimodal presentations Type 3: Text Construction (20%): various genres Assessment criteria: language, literature, literacy.
FURTHER INFORMATION:	maaike.prins@hopecc.sa.edu.au

YEAR 10 SUBJECTS

LEARNING AREA: ENGLISH

SUBJECT: 10 English (General)

Length of Course: Semester + Semester

Prerequisite: C in Year 9 English

Other Information: English **COMPULSORY**

COURSE CONTENT (5 lessons per week):

1. Novel Study: *Lord of the Flies*
2. Film Study: *The Sapphires*
3. Graphic Novel: The Arrivals I Shaun Tan
4. Poetry Study: Black Out Poetry, Shakespearean Sonnets
5. Short Story Study/Critical Reading: Dahl and Jacobs

ASSESSMENT:

Type 1: Responding to Texts: essay, reflection, critical reading, semester exams
 Type 2: Creating Texts: oral presentation
 Type 3: Creating Texts: persuasive, short story alternate ending, novel review
 Type 4: Graphic Novel: Creative Response
 Assessment criteria: language, literature, literacy.

FURTHER INFORMATION:

rachel.riggs@hopecc.sa.edu.au

LEARNING AREA: ENGLISH

SUBJECT: 10 English Literature

Length of Course: Semester + Semester

Prerequisite: B- in Year 9 English

Other Information: English **COMPULSORY**

COURSE CONTENT (5 lessons per week):

1. Novel Study: *Of Mice and Men*
2. Poetry Study: Plath, Dawe and Indigenous Australian poets
3. Drama Study: *Romeo + Juliet*, *Talking Shop*
4. Comparative Study: *The Landlady* and *Lamb to the Slaughter* (short stories)
5. Critical Reading: feature articles, prose, advertisements.

ASSESSMENT:

Type 1: Responding to Texts (60%): essays, shorter response, critical reading, semester exams (analysis)
 Type 2: Creating Texts (20%): oral presentations
 Type 3: Creating Texts (10%): various genres
 Type 4: Independent Reading Folio (10%)
 Assessment criteria: language, literature, literacy.

FURTHER INFORMATION:

renee.atkinson@hopecc.sa.edu.au

LEARNING AREA: TECHNOLOGIES

SUBJECT: 10 Food & Hospitality

Length of Course: Semester + Semester

Prerequisite: C in Year 9 Home Ec.
ELECTIVE

COURSE CONTENT (5 lessons per week):

- | | |
|------------------------------|-----------------------|
| 1. Café Dessert | 6. Brunching |
| 2. Vegetarian Cuisine | 7. Pizza & Pasta |
| 3. Asian Fusion Small Plates | 8. Food Waste* |
| 4. Food Poisoning* | 9. Gourmet Sandwiches |
| 5. Gourmet Burgers | 10. Designer Cupcakes |

* *Investigations*

ASSESSMENT:

Type 1: Individual & Group Practical Activities (80%)
 Type 2: Individual Research (20%)

Assessment criteria: investigating, planning, producing and evaluating.

PATHWAYS: SACE Stage 1 (Year 11) and Stage 2 (Year 12) Food & Hospitality

FURTHER INFORMATION:

melaine.bubner@hopecc.sa.edu.au

LEARNING AREA: HUMANITIES

SUBJECT: 10 Geography

Length of Course: Semester 1

Prerequisite: C in Year 9 Geography

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

1. Environmental change and management
2. Geographies of human wellbeing

ASSESSMENT:

Type 1: Skills & Applications Tasks (30%)
 Type 2: Inquiry (20%)
 Type 3: Fieldwork (25%)
 Type 4: Investigation (25%)

Assessment criteria: observing, questioning & planning; collecting, recording, evaluating & representing; interpreting, analysing & concluding; reflecting & responding.

PATHWAYS: SACE Stage 1 (Year 11) and Stage 2 (Year 12) Geography

FURTHER INFORMATION:

deon.visser@hopecc.sa.edu.au

YEAR 10 SUBJECTS

LEARNING AREA: HUMANITIES

SUBJECT:	10 History
Length of Course:	Semester 2
Prerequisite:	Nil (COMPULSORY)
COURSE CONTENT (3 lessons per week): <ol style="list-style-type: none"> 1. World War II (causes, events, outcomes for Australia) 2. The Globalising World 3. Building Modern Australia <p>Time will also be spent developing skills relating to the study of History, such as research, sources analysis and developing argument.</p>	
ASSESSMENT: Type 1: Folio (75%): essay, sources analysis, overview timeline, opinion-based article Type 2: Sources analysis (25%) Assessment criteria: historical questions & research, analysis & use of sources, perspectives & interpretations, explanation & communication.	
FURTHER INFORMATION: tom.burden@hopecc.sa.edu.au	

LEARNING AREA: BUSINESS/TECHNOLOGY

SUBJECT:	10 Digital Technologies
Length of Course:	Semester 2
Prerequisite:	C in Year 9 Digital Tech ELECTIVE
COURSE CONTENT (5 lessons per week): <ol style="list-style-type: none"> 1. Computer networking and security 2. Data compression 3. Data presentation 4. Designing algorithms 5. Implementing coding solutions 6. Debugging strategies 7. Production of own software 	
ASSESSMENT: Type 1: Folio (30%): practical programming assessments Type 2: Skills & Applications Tasks (30%): practical skills Type 3: Project (40%): data and presentation website Assessment criteria: knowledge & understanding, analysis & evaluation, development & validation.	
PATHWAYS: SACE Stage 1 (Year 11) and Stage 2 (Year 12) Digital Communication Solutions	
FURTHER INFORMATION: luke.marshall@hopecc.sa.edu.au	

LEARNING AREA: BUSINESS/TECHNOLOGY

SUBJECT:	10 Information Processing & Publishing
Length of Course:	Semester 1
Prerequisite:	Nil ELECTIVE
Other Information:	= IPP
COURSE CONTENT (5 lessons per week): <ol style="list-style-type: none"> 1. Introduction to Adobe Photoshop and Adobe Illustrator 2. Graphic design and layout tasks including menus, brochures, flyers, product packaging, etc. 3. Magazine cover, contents, sample article, and back cover 4. Analysis of ICT-related issues 	
<div style="background-color: yellow; padding: 5px; font-weight: bold; font-size: 1.2em;">NOT AVAILABLE IN 2025</div>	
ASSESSMENT: Type 1: Practical Skills Tasks (50%) Type 2: Product and Documentation (30%) Type 3: Issues Analysis (20%) Assessment criteria: explanation, evaluation, design, justification, selection, application.	
FURTHER INFORMATION: shane.barnes@hopecc.sa.edu.au	

LEARNING AREA: BUSINESS/TECHNOLOGY

SUBJECT:	10 CAD
Length of Course:	Semester + Semester
Prerequisite:	C in Year 9 Tech ELECTIVE
Other Information:	CAD = Computer Assisted Drawing
COURSE CONTENT (5 lessons per week): Various projects from the following:	
<ol style="list-style-type: none"> 1. Introduction to Laser Cutting 2. Introduction to 3D Printing 3. Product Design and Costing 	
ASSESSMENT: Type 1: Research (10%) Type 2: CAD/CAM Activities (50%) Type 3: Product Design Task (40%) Assessment criteria: investigating, planning, producing, evaluating.	
PATHWAYS: SACE Stage 1 (Year 11) and Stage 2 (Year 12) Material Solutions	
FURTHER INFORMATION: nicholas.burrell@hopecc.sa.edu.au	

YEAR 10 SUBJECTS

LEARNING AREA: MATHEMATICS

SUBJECT:	10 Essential Maths
Length of Course:	Semester + Semester
Prerequisite:	Nil
Other Information:	Maths COMPULSORY
COURSE CONTENT (5 lessons per week): Measurement and Pythagoras, Trigonometry, Linear equations and inequalities, Simultaneous equations, Probability, Statistics, Logarithms and modelling of functions, Congruence and similarity, Networks, Indices, Algebraic expansion and factorisation	
ASSESSMENT: Type 1: Unit Tests (45%) Type 2: Assignments & Investigations (45%) Type 3: Examination (10%): 2-hour, end of semester Assessment criteria: mathematical knowledge & understanding, analysis & interpretation, use/communication of mathematical information & findings.	
FURTHER INFORMATION: mala.prasad@hopecc.sa.edu.au	

LEARNING AREA: MATHEMATICS

SUBJECT:	10 General Maths
Length of Course:	Semester + Semester
Prerequisite:	C+ in Year 9 Maths
Other Information:	Maths COMPULSORY
COURSE CONTENT (5 lessons per week): Measurement and Pythagoras, Trigonometry, Linear equations and inequalities, Simultaneous equations, Probability, Statistics, Logarithms and modelling of functions, Congruence and similarity, Networks, Indices, Algebraic expansion and factorisation	
ASSESSMENT: Type 1: Skills & Applications Tasks (60%): tests and assignments Type 2: Folio (30%): projects and directed investigations Type 3: End of Semester Exam (10%) Assessment criteria: mathematical knowledge & understanding, analysis & interpretation, use/communication of mathematical information & findings.	
FURTHER INFORMATION: daniel.learey@hopecc.sa.edu.au ashley.bennett@hopecc.sa.edu.au	

LEARNING AREA: MATHEMATICS

SUBJECT:	10 Advanced Maths
Length of Course:	Semester + Semester
Prerequisite:	B+ in Year 9 Maths
Other Information:	Maths COMPULSORY
COURSE CONTENT (5 lessons per week): Algebraic expansion and factorisation, Indices and radicals, Linear equations and inequalities, Measurement, Pythagoras, Simultaneous equations, relations and functions, Quadratic equations, Congruence and similarity, Trigonometry, Statistics, Probability, Exponential functions and logarithms, Conic sections, Networks and trees	
ASSESSMENT: Type 1: Unit Tests (62.5%) Type 2: Folio Tasks (Assignments & Investigations) (25%) Type 3: Examination (12.5%): 2-hour, end of semester Assessment criteria: mathematical knowledge & understanding, analysis & interpretation, use/communication of mathematical information & findings.	
FURTHER INFORMATION: jarred.clasohm@hopecc.sa.edu.au	

LEARNING AREA: ARTS

SUBJECT:	10 Music Experience
Length of Course:	Semester + Semester
Prerequisite:	C in Year 9 Music ELECTIVE
Other Information:	SACE Stage 1 (10 credits)
COURSE CONTENT (5 lessons per week): 1. Musical Styles 2. Composing and Arranging 3. Musicianship: Theory & Aural Training 4. Solo/Ensemble Performance 5. Music Technology	
ASSESSMENT: Type 1: Creative Works (60%): 2 performances / creations Type 2: Musical Literacy (40%): 2 tasks Assessment criteria: understanding music, creating music, responding to music.	
PATHWAYS: SACE Stage 1 (Year 11) Music Experience and Stage 2 (Year 12) Music Explorations	
FURTHER INFORMATION: tom.burden@hopecc.sa.edu.au	

YEAR 10 SUBJECTS

LEARNING AREA: HEALTH

SUBJECT:	10 PE / Health
Length of Course:	Semester + Semester
Prerequisite:	C in Semester 1
Other Information:	Sem 1: COMPULSORY Sem 2: ELECTIVE
COURSE CONTENT	(3 lessons per week) (5 lessons per week) 1. Practical: athletics, target games (lawn bowls, golf), personal training boot camp, dance, net/wall games (table tennis, badminton), fitness training plans, invasion games (soccer, ultimate frisbee) 2. Health / Theory: safety, the great outdoors, participation and performing in games / sports, skill acquisition, exercise physiology, biomechanics
ASSESSMENT:	Type 1: Theory Tasks (35%): Assignments, tests Type 2: Practical Tasks (65%): Exploring and demonstrating ways to improve participation Assessment criteria: knowledge & understanding, practical skills application, initiative & collaboration, analysis & reflection.
NOTE:	For Semester 2, a high level of fitness, resilience, ability to work in a team, cooperation and enthusiasm are essential. Those with persistent medical issues are not advised to choose this subject.
FURTHER INFORMATION:	myles.thiele@hopecc.sa.edu.au

LEARNING AREA: CROSS-DISCIPLINARY

SUBJECT:	10 EIF (Exploring Identities & Futures) = updated PLP
Length of Course:	Two semesters (year)
Prerequisite:	Nil
Other Information:	COMPULSORY SACE Stage 1 (10 credits)
COURSE CONTENT	(2 lessons per week) 1. Develop agency by exploring identity, interests, strengths, skills, capabilities and or values; and making choices about learning 2. Demonstrate self-efficacy through planning and implementing actions to develop capabilities & connecting with future aspirations 3. Apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions 4. Develop communication skills through interaction, collaboration, sharing evidence of learning progress & developing connections with others
ASSESSMENT:	Type 1: Exploring me and who I want to be Type 2: Taking action and showcasing my capabilities Assessment criteria: exploring identity, exploring connections, planning & organising, implementing action, reflecting & responding, communicating evidence of learning.
NOTE:	As part of assessment, there is compulsory attendance at the Senior School Course Information Night in August.
FURTHER INFORMATION:	rebecca.degraaf@hopecc.sa.edu.au

LEARNING AREA: HEALTH

SUBJECT:	10 Outdoor Education
Length of Course:	Semester + Semester
Prerequisite:	C in Year 9 PE & 10 PE ELECTIVE
COURSE CONTENT	(5 lessons per week) 1. Environmental Investigation 2. Indigenous Land Use 3. Experiences in Natural Environments 4. Practical Outdoor Skills Development

NOTES:

A high level of fitness, resilience, ability to work in a team, cooperation and enthusiasm are essential. Those with persistent medical issues are not advised to choose this subject.

A compulsory element of this subject is a camp, during which practical components of the course are applied.

ASSESSMENT:

Type 1: Morialta Falls (S1) & Para Wirra (S2) (30%)
Type 2: Experiences in Natural Environments:
- Rock climbing (Morialta Falls (S1) (30%)
- Kayaking (West Lakes) (S2) (30%)
- Orienteering (Para Wirra & Mt Crawford) (S1) (40%)
- Bushwalking Camp (Mt Crawford) (S2) (40%)
Assessment criteria: planning, evaluation & reflective practice, exploration, understanding & analysis.

FURTHER INFORMATION:

myles.thiele@hopecc.sa.edu.au

YEAR 10 SUBJECTS

LEARNING AREA: SCIENCE

SUBJECT:	10 Science
Length of Course:	Semester + Semester
Prerequisite:	Nil
Other Information:	Science COMPULSORY
COURSE CONTENT (5 lessons per week):	
<ol style="list-style-type: none"> Biological Sciences: DNA, Genetics, Theory of Evolution / Natural Selection Chemical Sciences: Atomic Structure, Properties of Elements, Chemical Reactions Earth & Space: History of the Big Bang, Galaxies and Stars, Global Systems Physical Sciences: Energy, Motion Psychology: Brain and Cognitive Processes 	
ASSESSMENT:	
Type 1: Investigations Folio (40%): practical reports, research assignments Type 2: Skills and Applications Tasks (60%): topic tests, homework, semester exam Assessment criteria: questioning & predicting, planning & conducting, processing & analysing data, evaluating, communicating.	
FURTHER INFORMATION:	
mala.prasad@hopecc.sa.edu.au	

LEARNING AREA: BUSINESS/TECHNOLOGY

SUBJECT:	10 Technology Studies
Length of Course:	Semester + Semester
Prerequisite:	C in Year 9 Tech ELECTIVE
COURSE CONTENT (5 lessons per week):	
Various projects from the following: <ol style="list-style-type: none"> Woodwork / Furniture construction Computer Aided Design Computer Aided Manufacturing 	
ASSESSMENT:	
Type 1: Research (20%) Type 2: Theoretical (30%) Type 3: Practical (50%) Assessment criteria: investigating, planning, producing, evaluating.	
PATHWAYS: SACE Stage 1 (Year 11) and Stage 2 (Year 12) Material Solutions	
FURTHER INFORMATION:	
nicholas.burrell@hopecc.sa.edu.au	

LEARNING AREA: ARTS

SUBJECT:	10 Visual Arts – Art
Length of Course:	Semester + Semester
Prerequisite:	C in Year 9 Visual Arts
Other Information:	ELECTIVE
COURSE CONTENT (5 lessons per week):	
<ol style="list-style-type: none"> Visual Thinking Practical Resolution Visual Arts in Context 	
PATHWAYS: SACE Stage 1 (Year 11) and Stage 2 (Year 12) Visual Arts – Arts	
ASSESSMENT:	
Type 1: Visual Study (20%): students select a piece of art to create a visual response, and create a folio based on research of the artist's work Type 2: Practical (80%): consisting of various major artworks throughout each semester; students apply different techniques to their artwork Assessment criteria: practical & application, knowledge & understanding, analysis & response.	
FURTHER INFORMATION:	
damian.spavin@hopecc.sa.edu.au	

LEARNING AREA: CROSS-CURRICULUM

SUBJECT:	10 VET
Length of Course:	Varies
Prerequisite:	C- in Semester 1 Year 10 English, Maths and PLP
Other Information:	ELECTIVE 10 credits per 70 hours
COURSE CONTENT:	
These courses are generally off-campus , and an extra fee is charged by the Registered Training Organisation (RTO). A VET student and parent information sheet is available upon request. As students generally do these courses off-campus, any days or lessons missed at school must be caught up; however, students typically do one less subject, so will be allocated study time to do so.	
PATHWAYS:	
<ul style="list-style-type: none"> Further VET courses (a higher Certificate level) Students can earn 10 SACE credits for the completion of each 70 nominal hours of VET Completion of Certificate II level may be included as a Stage 1 subject 	
FURTHER INFORMATION:	
fay.alford@hopecc.sa.edu.au	

YEAR 11 OVERVIEW

Subject	Prerequisite/Assumed Knowledge/Skills	
SACE Biology (A+B)	Prerequisite: at least a C+ grade in Year 10 Science @	S1 C → S2
SACE Business Studies	Prerequisite: at least a C grade in Year 10 English	
Certificate III Christian Ministry	VET prerequisites (this is a Stage 2 course: Vetamorphus)	
SACE Chemistry (A+B)	Prerequisite: at least a B- grade in Year 10 Science @	S1 C → S2
SACE Child Studies	No prerequisites	
SACE Design, Technology & Engineering (Digital Communication Solutions) = DCS = I.T.	Prerequisite: at least a B- grade in Year 10 Digital Technologies ##	
SACE Design, Technology & Engineering (Material Solutions A+B) = Tech. Studies (A+B)	Prerequisite: at least a C grade in Year 10 Tech. Studies ##	
SACE Drama (A+B)	Prerequisite: at least a B- grade in Year 10 Drama / English ##	
SACE English – Essential English (A+B)	No prerequisites	
SACE English – English (General) (A+B)	Must choose one	Prerequisite: at least a C grade in Year 10 English (General) or a B grade in Year 10 Essential English
SACE English – English Literature (A+B)		Prerequisite: at least a B- grade in Year 10 English Literature or an A- grade in Year 10 English (General)
SACE Food & Hospitality (A+B)	Prerequisite: at least a C grade in Year 10 Food & Hospitality ##	
SACE Geography (A+B)	Prerequisite: at least a C grade in Year 10 Geography ##	
SACE History (Modern) (A+B)	Prerequisite: at least a C grade in Year 10 History	
SACE Legal Studies (A+B)	Prerequisite: at least a C grade in Year 10 General English	
SACE Maths – Essential Maths (A+B)	Must choose one	No prerequisites
SACE Maths – General Maths (A+B)		Prerequisite: at least a C+ grade in Year 10 General Maths
SACE Maths – Mathematical Methods (A+B)		Prerequisite: at least a C+ grade in Year 10 Advanced Maths
SACE Maths – Specialist Mathematics (A+B)	Studied concurrently with Mathematical Methods (A+B)	
SACE Music Experience (A+B)	Prerequisite: at least a C grade in Year 10 Music; AMEB Grade 3 standard ##	
SACE Nutrition (A+B)	Prerequisite: at least a C grade in Year 10 Nutrition and/or Science ##	
SACE Outdoor Education (A+B)	Prerequisite: at least a C grade in Year 10 PE and/or Outdoor Ed ##	
SACE Physical Education (A+B)	Prerequisite: at least a C grade in Year 10 General English	
SACE Physics (A+B)	Prerequisite: at least a B- grade in 10 Science; @ <i>must do at least General Maths in Year 11</i>	S1 C → S2
SACE Psychology (A+B)	Prerequisite: at least a C grade in Year 10 Science @	S1 C → S2
SACE Research Practices / AIF*	Compulsory subject in Semester 2 = no prerequisites	
SACE Spiritualities, Religion & Meaning (CL)*	Compulsory subject = Christian Life = no prerequisites	
SACE Workplace Practices	No prerequisites	
SACE Visual Arts – Art/Design (A+B)	Prerequisite: at least a C grade in Year 10 Art /Design ##	
SACE Visual Arts – Photography	Prerequisite: at least a C grade in Year 10 Art /Design ##	
VET Courses (including Vetamorphus)	Prerequisite: at least a C- grade in Year 10 English, Maths & PLP	

Semester 1

Essential English English English Lit.	Essential Maths General Maths Maths Methods A	Christian Life	4 electives: Child Studies Drama Food & Hosp.	Geography Music Tech.	Business Art Psychology	Biology Chemistry Physics	PE Specialist Maths History	Nutrition Workplace Practices Outdoor Ed.	Legal Studies
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Semester 2

Essential English English English Lit.	Essential Maths General Maths Maths Methods B	Christian Life	Research Practices / AIF	3 electives: History Drama Food & Hosp.	Business Music Tech.	DCS (IT) Art Psychology	Biology PE Chemistry Physics	Specialist Maths 2 Workplace Practices Legal Studies
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Choose one of these

Compulsory

@ = Year 10 component of this Year 11 course
= Prerequisite applies only if subject is studied in Year 10; otherwise, prerequisite does not apply

YEAR 11 SUBJECTS

LEARNING AREA: SCIENCE

SUBJECT: 11 Biology (A+B)

Length of Course: Semester + Semester

Prerequisite: C+ in Year 10 Science@
C in S1 to progress to S2

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

1. Cells & Micro-organisms
2. Infectious Disease
3. Multi-cellular Organisms
4. Biodiversity & Ecosystem Dynamics

ASSESSMENT:

Type 1: Investigations Folio (60%): two practicals (one design practical) and two human endeavour investigations (one collaborative)

Type 2: Skills and Applications Tasks (40%): two tasks (one supervised in class)

Assessment criteria: investigation, analysis & evaluation; knowledge & application.

FURTHER INFORMATION:

ellen.everett@hopecc.sa.edu.au

LEARNING AREA: VET

SUBJECT: Vetamorphus

Length of Course: Two semesters (year)

Prerequisite: C- in Year 10 English, Maths and PLP

Other Information: Certificate III **ELECTIVE**
SACE Stage 2 (50 credits)

COURSE CONTENT (3 lessons per week):

1. Identify how the Bible, Christian life and practice are understood today
2. Identify theological information within themes and issues
3. Relate this theological information to a Christian way of life
4. Communicate theology in everyday language

ASSESSMENT:

This qualification is competency based and is gained by providing evidence of competency. You will carry out some practical assessment tasks as well as short question and answers.

NOTE:

Three weekend retreats throughout the year, which are compulsory to attend. \$1500 payable upfront, but HCC will reimburse the full amount upon passing the course.

FURTHER INFORMATION:

corey.bigwood@hopecc.sa.edu.au

LEARNING AREA: SCIENCE

SUBJECT: 11 Chemistry (A+B)

Length of Course: Semester + Semester

Prerequisite: B- in Year 10 Science@
C in S1 to progress to S2

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

Semester 1: Atomic bonding, ionic bonding, metallic bonding, covalent bonding, stoichiometry, the Mole, properties and uses of materials, chemical reactions and equations, chemical formulae and nomenclature, organic chemistry.

Semester 2: Miscibility and solutions, solutions of ionic substances, electrochemistry, metal reactivity and corrosion, quantities in reaction, energy in reactions, polymers, surface interactions, acids and bases.

ASSESSMENT:

Type 1: Investigations Folio (50%): practical investigation report, practical report, research report

Type 2: Skills and Applications Tasks (50%): topic tests, semester exams

Assessment criteria: investigation, analysis & evaluation; knowledge & application.

FURTHER INFORMATION:

mala.prasad@hopecc.sa.edu.au

LEARNING AREA: HEALTH

SUBJECT: 11 Child Studies

Length of Course: Semester

Prerequisite: Nil

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

1. The nature of childhood and the socialisation and development of children
2. Children in wider society
3. Children, rights, and safety

ASSESSMENT:

Type 1: Practical Activities (50%)

Type 2: Group Task (25%)

Type 3: Investigative Report (25%)

Assessment criteria: investigation, problem-solving, practical application, collaboration, reflection.

FURTHER INFORMATION:

hayley.dawson@hopecc.sa.edu.au

YEAR 11 SUBJECTS

LEARNING AREA: BUSINESS/TECHNOLOGY

SUBJECT:	11 Digital Communication Solutions (I.T.)
Length of Course:	Semester
Prerequisite:	B- in Year 10 Digitech.##
Other Information:	ELECTIVE
COURSE CONTENT (5 lessons per week):	
<ul style="list-style-type: none"> • Negotiated digital product of student's design • Folio related to major project • Programming and design skills development. 	

ASSESSMENT:

Type 1 - Design Process and Solution (60%)
Type 2 - Specialised Skills Tasks (40%)

Assessment criteria: investigating, planning, producing, evaluating.

FURTHER INFORMATION:

luke.marshall@hopecc.sa.edu.au

LEARNING AREA: BUSINESS/TECHNOLOGY

SUBJECT:	11 Material Solutions (A+B)
Length of Course:	Semester + Semester
Prerequisite:	C in Year 10 Tech##
Other Information:	ELECTIVE (= Tech)
COURSE CONTENT (5 lessons per week):	
<ol style="list-style-type: none"> 1. Negotiated product incorporating student design input 2. Design folio that relates to major product 3. Research assignment 4. Skills development tasks 	
ASSESSMENT:	
Type 1 - Design Process and Solution (60%) Type 2 - Specialised Skills Tasks (40%)	
Assessment criteria: investigating, planning, producing, evaluating.	

FURTHER INFORMATION:

nicholas.burrell@hopecc.sa.edu.au

LEARNING AREA: ARTS

SUBJECT:	11 Drama (A+B)
Length of Course:	Semester + Semester
Prerequisite:	B- in Year 10 Drama##
Other Information:	ELECTIVE
COURSE CONTENT (5 lessons per week):	
<ol style="list-style-type: none"> 1. <i>Presentation of Dramatic Works</i>: planning, rehearsal and performance of a dramatic work, on-stage (acting) and/or offstage (technician or designer) role. 2. <i>Understanding and Responding to Drama</i>: view and engage with a dramatic performance, demonstrating understanding, analysis and evaluation of professionally created dramatic works. 3. <i>Creative Synthesis</i>: apply the dramatic process to a text to create a concept or vision for a hypothetical (or actual) dramatic product. 	

ASSESSMENT:

Type 1: Performance (40%)
Type 2: Responding to Drama (30%)
Type 3: Creative Synthesis (30%): research task

Assessment criteria: understanding & exploration, critical & creative thinking, creative application.

FURTHER INFORMATION:

rachel.riggs@hopecc.sa.edu.au

Compulsory: Out of hours rehearsal Wednesdays. Two holiday rehearsal (approx. 6 hours).

LEARNING AREA: ENGLISH

SUBJECT:	11 Essential English (A+B)
Length of Course:	Semester + Semester
Prerequisite:	Nil
Other Information:	ENGLISH COMPULSORY
COURSE CONTENT (5 lessons per week):	
<ol style="list-style-type: none"> 1. Text analysis: novel, film, media 2. Text production: narrative, informative, recount (includes oral and multimodal presentations) 	
ASSESSMENT:	
Type 1: Responding to Texts (75%) <i>American Born Chinese, Karate Kid, Letter to the Editor, Product Placement, Stereotypes</i> Type 2: Creating Texts (25%) Thank you speech, narrative	
Assessment criteria: communication, application, analysis, comprehension.	
Compulsory: must pass two semesters of Year 11 English to progress to Year 12	

FURTHER INFORMATION:

scott.nestor@hopecc.sa.edu.au

YEAR 11 SUBJECTS

LEARNING AREA: ENGLISH

SUBJECT: 11 English (General) (A+B)

Length of Course: Semester + Semester

Prerequisite: C in Year 10 English Gen.
B in Year 10 Ess English

Other Information: **ENGLISH COMPULSORY**

COURSE CONTENT (5 lessons per week):

1. Text analysis: novel, film, poetry
2. Text production: narrative, exposition, recount (includes oral presentations)
3. Comparative Essay

Greater level of analysis required than for Essential English.

Compulsory: must pass two semesters of Year 11 English to progress to Year 12

ASSESSMENT:

Type 1: Responding to Texts (60%)

Type 2: Creating Texts (40%)

Assessment criteria: Knowledge & understanding, analysis, application.

FURTHER INFORMATION:

renee.atkinson@hopecc.sa.edu.au

LEARNING AREA: ENGLISH

SUBJECT: 11 English Literature (A+B)

Length of Course: Semester + Semester

Prerequisite: B- in Year 10 Engl Lit
A- in Year 10 English

Other Information: **ENGLISH COMPULSORY**

COURSE CONTENT (5 lessons per week):

1. Responding to texts: *Away, Life Is Beautiful, Fly Away Peter, Macbeth*, poetry of Blake/Eliot
2. Creating texts: feature article and oral presentation
3. Inter-textual study connecting two texts

Compulsory: must pass two semesters of Year 11 English to progress to Year 12

ASSESSMENT:

Type 1 – Responding to Texts (50%): *Macbeth, Away* & semester exams

Type 2 – Creating Texts (20%): feature article and oral presentation

Type 3 – Inter-textual Study (30%)

Assessment criteria: knowledge & understanding, analysis, application.

FURTHER INFORMATION:

shane.barnes@hopecc.sa.edu.au

LEARNING AREA: HEALTH

SUBJECT: 11 Food & Hosp (A+B)

Length of Course: Semester + Semester

Prerequisite: C in Year 10 Food & Hospitality##

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

1. Food, the individual and the family
2. Local and global issues in food and hospitality
3. Trends in food and culture
4. Food and safety
5. Food and hospitality careers

ASSESSMENT:

Type 1: Individual Tasks (50%)

Type 2: Group Practical Tasks (25%)

Type 3: Investigative Research Report (25%)

Assessment criteria: investigation, problem-solving, practical application, collaboration, reflection.

FURTHER INFORMATION:

melaine.bubner@hopecc.sa.edu.au

LEARNING AREA: HUMANITIES

SUBJECT: 11 Geography

Length of Course: Semester

Prerequisite: C in Year 10 Geography##

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

- Theme 1: Sustainable Practices
- Theme 2: Hazards
- Theme 3: Contemporary Issues

ASSESSMENT:

Type 1: Geographical Skills and Applications (60%)

Type 2: Fieldwork (40%)

Assessment criteria: knowledge and understanding, analysis and evaluation, application

FURTHER INFORMATION:

carl.simon@hopecc.sa.edu.au

YEAR 11 SUBJECTS

LEARNING AREA: HUMANITIES

SUBJECT: 11 History (Modern) (A+B)

Length of Course: Semester + Semester

Prerequisite: C in Year 10 History

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

1. Tibet (push for independence)
2. Revolution: Causes of the February 1917 Russian Revolution

ASSESSMENT:

Type 1: Historical Skills (80%): media study, analytical essay
 Type 2: Independent Study (20%): research, written or oral report

* Semester exam has elements of Skills and Study included

Assessment criteria: understanding & exploration, application & evaluation, analysis.

FURTHER INFORMATION:

tom.burden@hopecc.sa.edu.au



LEARNING AREA: BUSINESS/TECHNOLOGY

SUBJECT: 11 Business Studies (A+B)

Length of Course: Semester + Semester

Prerequisite: C in Year 10 English

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

1. Finding & solving problems
2. Financial awareness & decision making
3. Business information & communication
4. Global, local & digital connections

Fundamental business concepts:

1. The nature & structure of business
2. Key business functions
3. Forms of ownership & legal responsibilities

Contexts:

1. Start-up business
2. Existing business

ASSESSMENT:

Type 1 – Business Skills (50%) two tasks
 Type 2 – Business Pitch (50%) one task

Assessment criteria: finding and solving problems, contextual application, analysis and evaluation.

FURTHER INFORMATION:

sarah.hough@hopecc.sa.edu.au

LEARNING AREA: HUMANITIES

SUBJECT: 11 Legal Studies (A+B)

Length of Course: Semester + Semester

Prerequisite: C in Year 10 English Gen

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

1. Students study the following concepts:
 - * Rights
 - * Fairness and justice
 - * Power
 - * Change
2. Students complete a study of the focus area *Law and communities*, and then complete two further focus areas by negotiation.

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ASSESSMENT: **(online)**

Type 1: Analytical Response (60%)

Type 2: Inquiry (20%)

Type 3: Presentation (20%)

Assessment criteria: understanding & application, analysis & evaluation, communication, collaboration, reflection.

FURTHER INFORMATION:

shane.barnes@hopecc.sa.edu.au

YEAR 11 SUBJECTS

LEARNING AREA:	MATHEMATICS
SUBJECT:	11 Essential Maths (A+B)
Length of Course:	Semester + semester
Prerequisite:	Nil
Other Information:	MATHS COMPULSORY
COURSE CONTENT (5 lessons per week):	
<ol style="list-style-type: none"> 1. Calculations, Time and Ratio 2. Earning and Spending 3. Geometry 4. Data in Context 5. Measurement 6. Investing 7. Open Topic 	
ASSESSMENT:	
Type 1: Skills and Application Tasks (50%): tests and semester exams	
Type 2: Folio (50%): projects and directed investigations	
Assessment criteria: concepts and techniques, reasoning and communication.	
Compulsory: must pass one semester of Year 11 Maths to progress to Year 12	
FURTHER INFORMATION:	
daniel.learey@hopecc.sa.edu.au	
LEARNING AREA:	MATHEMATICS
SUBJECT:	11 General Maths (A+B)
Length of Course:	Semester + Semester
Prerequisite:	C+ in Year 10 Gen Maths
Other Information:	MATHS COMPULSORY
COURSE CONTENT (5 lessons per week):	
<ol style="list-style-type: none"> 1. Investment and Borrowing 2. Measurement 3. Statistical Investigation 4. Applications of Trigonometry 5. Linear and Exponential Functions and their Graphs 6. Matrices and Networks 	
ASSESSMENT:	
Type 1: Skills and Application Tasks (45%): tests	
Type 2: Mathematical Investigation (30%): projects and directed investigations	
Type 3: Exam (25%): 2 hours, end of each semester	
Assessment criteria: concepts and techniques, reasoning and communication. Compulsory: must pass one semester of Year 11 Maths to progress to Year 12	
FURTHER INFORMATION:	
ashley.bennett@hopecc.sa.edu.au	

LEARNING AREA:	MATHEMATICS
SUBJECT:	11 Maths Methods (A+B)
Length of Course:	Semester + Semester
Prerequisite:	C+ in Year 10 Adv Maths Must pass A (Sem 1) to progress to B (Sem 2)
Other Information:	MATHS COMPULSORY
COURSE CONTENT (5 lessons per week per option):	
Functions and Graphs	Polynomials
Counting and Statistics	Growth and Decay
Intro to Differential Calculus	
Arithmetic/Geometric Sequences	
ASSESSMENT:	
Type 1: Skills and Application Tasks (75%): tests and semester exams	
Type 2: Mathematical Investigation (25%): projects and directed investigations	
Assessment criteria: concepts and techniques, reasoning and communication. Compulsory: must pass one semester of Year 11 Maths to progress to Year 12	
FURTHER INFORMATION:	
jarred.clasohm@hopecc.sa.edu.au	
LEARNING AREA:	MATHEMATICS
SUBJECT:	11 Specialist Maths (A+B)
Length of Course:	Semester + Semester
Prerequisite:	B- in Year 10 Advanced Maths Studied concurrently with Maths Methods (A+B)
Other Information:	ELECTIVE
COURSE CONTENT (5 lessons per week):	
Vectors	Trigonometry
Real and Complex Numbers	Matrices
Mathematical Induction	Geometry
ASSESSMENT:	
Type 1: Skills and Application Tasks (75%): tests and semester exams	
Type 2: Mathematical Investigation (25%): projects and directed investigations	
Assessment criteria: concepts and techniques, reasoning and communication.	
Compulsory: must pass Year 11 Specialist Maths to progress to Year 12 Specialist Maths	
FURTHER INFORMATION:	
jarred.clasohm@hopecc.sa.edu.au	

YEAR 11 SUBJECTS

LEARNING AREA: ARTS

SUBJECT: 11 Music Experience (A+B)

Length of Course: Semester + Semester

Prerequisite: C in Year 10 Music##
AMEB 3 or equivalent

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

1. Musical Styles: Historical and social context of music
2. Composing and Arranging
3. Musicianship: Theory and Aural training
4. Solo/Ensemble Performance: in the student's chosen instrument
5. Music Technology: including live audio mixing, recording and editing sound

ASSESSMENT:

Type 1: Creative Works (60%): two creative works (performance or composition) per semester
Type 2: Musical Literacy (40%): one analysis task and one reflection per semester

Assessment criteria: understanding music, creating music, responding to music.

FURTHER INFORMATION:

rebecca.degraaf@hopecc.sa.edu.au

LEARNING AREA: HEALTH

SUBJECT: 11 PE / Health (A+B)

Length of Course: Semester + Semester

Prerequisite: C in Year 10 Gen. English
(if not, then negotiation with teachers)

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

1. Exercise physiology
2. Biomechanics
3. Skill acquisition

This course is demanding in theory, practical and time. Students will be expected to undertake a regular fitness and training programme as part of the course. Students are expected to maintain a reasonable standard of fitness

ASSESSMENT:

Type 1: Performance Improvement (50%): Lawn Bowls, Badminton, Assignments
Type 2: Physical Activity Investigation (50%) Personal Training, Modified Games, Participation, Assignments

Assessment criteria: application & communication, exploration, analysis & reflection.

FURTHER INFORMATION:

myles.thiele@hopecc.sa.edu.au

LEARNING AREA: HEALTH

SUBJECT: 11 Outdoor Education (A+B)

Length of Course: Semester + Semester

Prerequisite: C in Year 10 PE## or Year 10 Outdoor Education##

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

1. Environmental Investigation
2. Sustainability, Experiences in Natural Environments
3. Practical Outdoor Skills development

ASSESSMENT:

Type 1: About Natural Environments
- Cobbler Creek (S1) (30%)
- Tennyson Dunes (S2) (30%)
Type 2: Experiences in Natural Environments
- Orienteering at Para Wirra (S1) (30%)
- Bushwalking Camp at Deep Creek (S1) (40%)
- Kayaking Skills (West Lakes) (S2) (30%)
- Kayaking Camp (Hindmarsh Island) (S2) (40%)

Assessment criteria: planning, evaluation & reflective practice, exploration, understanding & analysis.

FURTHER INFORMATION:

myles.thiele@hopecc.sa.edu.au

LEARNING AREA: SCIENCE

SUBJECT: 11 Physics (A+B)

Length of Course: Semester + Semester

Prerequisite: B- in Year 10 Science@
C in S1 to progress to S2

Other Information: **ELECTIVE**

COURSE CONTENT (5 lessons per week):

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

ASSESSMENT:

Type 1: Investigations Folio (50%): practical investigation report, practical report, research report
Type 2: Skills and Applications Tasks (50%): tests, semester exams

Assessment criteria: investigation, analysis & evaluation knowledge & application.

Studied concurrently with Mathematical Methods (A+B)

FURTHER INFORMATION:

jarred.clasohm@hopecc.sa.edu.au

YEAR 11 SUBJECTS

LEARNING AREA: SCIENCE

SUBJECT:	11 Psychology (A+B)
Length of Course:	Semester + Semester
Prerequisite:	C in Year 10 Science@ & Year 10 English General C in S1 to progress to S2
Other Information:	ELECTIVE
COURSE CONTENT (5 lessons per week): Topic 1: Cognitive psychology Topic 2: Neuropsychology Topic 3: Psychology in context – Cyberpsychology Topic 4: Emotions Topic 5: Lifespan development Topic 6: Psychology in context – Exercise and sport psychology	
ASSESSMENT: Type 1: Investigations Folio (40%): practical investigation report, issues investigation Type 2: Skills and Applications Tasks (60%): film analysis, topic tests, semester exams Assessment criteria: investigation, analysis & evaluation knowledge & application	
FURTHER INFORMATION: scott.nestor@hopecc.sa.edu.au	



LEARNING AREA: HUMANITIES

SUBJECT:	11 Spiritualities, Religion and Meaning (CL)
Length of Course:	Two semesters (year)
Prerequisite:	Nil
Other Information:	COMPULSORY
COURSE CONTENT (3 lessons per week): Topic 1: Growth, Belonging and Flourishing Topic 2: Stories, Visions and Futures	
ASSESSMENT: Type 1: Representations Task (30%) Type 2: Connections Assignment (30%) Type 3: Issues Investigation (40%) Assessment criteria: exploration & analysis, action & reflective practice.	
FURTHER INFORMATION: damian.spavin@hopecc.sa.edu.au	

LEARNING AREA: SCIENCE

SUBJECT:	11 Nutrition
Length of Course:	Semester
Prerequisite:	C in Year 10 Science@
Other Information:	ELECTIVE
COURSE CONTENT (5 lessons per week): Concepts: Principles of nutrition, physiology and health; health promotion and emerging trends; sustainable food systems Skill Sets: Nutrition literacy and numeracy; nutrition and technology	
ASSESSMENT: Type 1: Investigations Folio (40%) Practical, SHE task Type 2: Skills & Applications Tasks (60%) Assessment criteria: investigation, analysis & evaluation knowledge & application.	
FURTHER INFORMATION: myles.thiele@hopecc.sa.edu.au	

YEAR 11 SUBJECTS

LEARNING AREA: CROSS-CURRICULUM

SUBJECT:	11 Research Practices/AIF
Length of Course:	Semester 2
Prerequisite:	Nil
Other Information:	COMPULSORY
<p>COURSE CONTENT (5 lessons per week): Students explore a range of research approaches and skills, learning that different approaches to research are appropriate to different contexts and purposes.</p> <p>Topic 1. Exploring Research Approaches Topic 2. Exploring Research Skills</p> <p>Development of capabilities: literacy; numeracy; ICT capability; critical and creative thinking; personal and social capability; ethical understanding; and intercultural understanding.</p>	
<p>ASSESSMENT: Type 1: Folio (70%) Type 2: Sources Analysis (30%)</p> <p>Assessment criteria: knowledge & understanding, development, analysis.</p>	
<p>FURTHER INFORMATION: rebecca.degraaf@hopecc.sa.edu.au</p>	

LEARNING AREA: ARTS

SUBJECT:	11 Visual Arts – Art
Length of Course:	Semester + Semester
Prerequisite:	C in Year 10 Visual Arts##
Other Information:	ELECTIVE
<p>COURSE CONTENT (5 lessons per week):</p> <ol style="list-style-type: none"> 1. Visual Thinking 2. Practical Resolution 3. Visual Arts in Context 	
<p>ASSESSMENT: Type 1: Folio (40%): the documentation of the visual learning in support of both major resolved artworks/designs Type 2: Practical (30%): the resolved work <u>and</u> the student's statement on their work Type 3: Visual Study (30%): a folio, video (USB) of exploration and experimentation based on research and analysis of the work of one or more artists/designers.</p> <p>Assessment criteria: practical application, knowledge & understanding, analysis & response.</p>	
<p>FURTHER INFORMATION: rebekah.aldum@hopecc.sa.edu.au</p>	

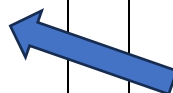
LEARNING AREA: ARTS

SUBJECT:	11 Visual Arts – Photography
Length of Course:	Semester
Prerequisite:	C in 10 Visual Arts
Other Information:	ELECTIVE
<p>COURSE CONTENT (5 lessons per week)</p> <ul style="list-style-type: none"> * Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital images and using a variety of skills for taking effective photographs. * Students analyse influences on photography, including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on creating and displaying photographs. * Students apply appropriate skills, processes, procedures, and techniques whilst implementing safe work practices when creating their work. 	
<p>ASSESSMENT: Type 1: Digital Photography processing Type 2: Digital media manipulation Type 3: Photography Design Development Type 4: Photography Creation and Evaluation</p> <p>Assessment criteria: investigation & analysis, design development & planning, production and evaluation</p>	
<p>FURTHER INFORMATION: damian.spavin@hopecc.sa.edu.au</p>	

YEAR 11 SUBJECTS

LEARNING AREA:	CROSS-CURRICULUM
SUBJECT:	11 VET
Length of Course:	Varies
Prerequisite:	C- in Year 10 English, Maths and PLP
Other Information:	ELECTIVE 10 credits per 70 hours
COURSE CONTENT:	
<p>These courses are generally off-campus, and an extra fee is charged by the Registered Training Organisation (RTO).</p> <p>A VET student and parent information sheet is available upon request.</p> <p>As students generally do these courses off-campus, any days or lessons missed at school must be caught up; however, students typically do one less subject, so will be allocated study time to do so.</p>	
PATHWAYS:	
<ul style="list-style-type: none"> • Further VET courses (a higher Certificate level) • Students can earn 10 SACE credits for the completion of each 70 nominal hours of VET • Completion of most Certificate III courses may be included as a Stage 2 subject and count towards an ATAR (e.g. Cert III Retail does <i>not</i> gain Stage 2 credits) • Apprenticeships or Traineeships 	
FURTHER INFORMATION:	
fay.alford@hopecc.sa.edu.au	

LEARNING AREA:	CROSS-CURRICULUM
SUBJECT:	11 Workplace Practices
Length of Course:	Semester + Semester
Prerequisite:	Nil
Other Information:	ELECTIVE
COURSE CONTENT (5 lessons per week):	
<p>Workplace Practices is designed for those looking to enter the workforce upon completion of Year 11 or 12. It is full of practical insights, and allows opportunity to explore the industry students are desiring to enter.</p> <p>Topic 1: Changing Nature of Work & Technology Topic 2: Working & Running a Small Business Topic 3: Preparing for Work & Work Placement Topic 4: Skills Development & Looking to the Future</p>	
ASSESSMENT:	
<p>Type 1: Folio (40%), two tasks exploring students' chosen industry and relevant technology</p> <p>Type 2: Performance (40%), students to utilise school placement and build a portfolio of skills through running a small business</p> <p>Type 3: Reflection (20%), students reflect on their readiness and availability to succeed in their chosen field</p> <p>Assessment criteria: Knowledge and understanding, application, interaction and communication, reflection.</p>	
PATHWAYS: (see VET)	
FURTHER INFORMATION:	
ben.delaney@hopecc.sa.edu.au	



YEAR 12 OVERVIEW

Subject	Prerequisite/Assumed Knowledge/Skills
SACE Biology	Prerequisite: at least a B- grade in Year 11 Biology (A+B)
SACE Business Innovation	Prerequisite: at least a C grade in Year 11 Business Studies (A)
SACE Chemistry	Prerequisite: at least a B- grade in Year 11 Chemistry (A+B)
SACE Child Studies	Prerequisite: at least a C grade in Year 10 or Year 11 Child Studies
SACE Design, Technology & Engineering (Digital Communication Solutions) = <i>D.C.S. = I.T.</i>	Prerequisite: at least a B- grade in Year 11 Digital Communications Systems (<i>DCS = I.T.</i>)
SACE Design, Technology & Engineering (Material Solutions) = <i>Tech Studies</i>	Prerequisite: at least a C grade in Year 11 Material Solutions (<i>Tech. Studies</i>)
SACE Drama	Prerequisite: at least a B- grade in Year 11 Drama
SACE English – Essential English	Prerequisite: at least a C grade in Year 11 Essential English
SACE English – English (General)	Prerequisite: at least a C grade in Year 11 English (General) or a A-grade in Year 11 Essential English
SACE English – English Literary Studies	Prerequisite: at least a B- grade in Year 11 English Literature or an A-grade in Year 11 English (General)
SACE Food & Hospitality	Prerequisite: at least C grade in Year 11 Food & Hospitality
SACE Geography	Prerequisite: at least C grade in Year 11 Geography
SACE Legal Studies	Prerequisite: at least a C grade in Year 11 Legal Studies
SACE Maths – Essential Mathematics	Prerequisite: at least a C+ grade in Year 11 Essential Mathematics
SACE Maths – General Mathematics	Prerequisite: at least a C+ grade in Year 11 General Mathematics (no entry from Year 11 Essential Mathematics)
SACE Maths – Mathematical Methods	Prerequisite: at least a C+ grade in Year 11 Maths Methods (A+B)
SACE Maths – Specialist Mathematics	Prerequisite: at least a B- grade in Year 11 Specialist Mathematics; studied concurrently with Year 12 Mathematical Methods
SACE Modern History	Prerequisite: at least a C grade in Year 11 Modern History
SACE Music Explorations (& other options)	Prerequisite: at least a C grade in Year 11 Music; AMEB Grade 4 standard / interview
SACE Nutrition	Prerequisite: at least a B- grade in Year 11 Nutrition
SACE Outdoor Education	Prerequisite: at least a C grade in Year 11 PE or Outdoor Education
SACE Physical Education	Prerequisite: at least a C grade in Year 11 Physical Education
SACE Physics	Prerequisite: at least a B- grade in 11 Physics (A+B); <i>should do Mathematical Methods in Year 12</i>
SACE Psychology	Prerequisite: at least a B- grade in Year 11 Psychology
SACE Research Project / AIF*	Compulsory subject in Semester 1 = no prerequisites; NOT FULL YEAR
SACE Spiritualities, Religion & Meaning (CL)*	Compulsory subject = no prerequisites = 3 lessons per week; Christian Life
SACE Visual Arts – Art/Design	Prerequisite: at least a C grade in Year 11 Art /Design
SACE Workplace Practices	No prerequisites
VET Courses (including Vetamorphus)	Prerequisite: at least a C- grade in Year 10 English, Maths & PLP

Most subjects are one year in length

Compulsory: 3 lessons per week of SRM in Terms 1-3	Compulsory: 5 lessons per week of Research Project / AIF in Semester 1	<p>Students SELECT 4 subjects (free choice; will create timetable)</p> <p>1 line of study lessons (5) in Semester 1 2 lines of study lessons (10) in Semester 2 (no AIF)</p>
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The following Subject Outlines are accurate as of August 2024. Some minor changes could be made to course content, assessment types and % weighting of components.

Note that ALL Stage 2 subjects are 70% school assessed (& moderated) and 30% externally assessed.

YEAR 12 SUBJECTS

LEARNING AREA: SCIENCE

SUBJECT: 12 Biology

Length of Course: Year

Prerequisite: B- in Year 11 Biology
ELECTIVE

COURSE CONTENT (5 lessons per week):

Theme 1: DNA and proteins
Theme 2: Cells as the basis of life
Theme 3: Homeostasis
Theme 4: Evolution

Key concepts: Communication & Collaboration, Development, Influence, Application & Limitation

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)
Type 1: Investigations Folio (30%) – Practicals & SHE Investigation
Type 2: Skills and Applications Tasks (40%) – Tests

EXTERNAL (30%, marked by SACE Board)
Type 3: Examination (130 mins) **ONLINE**

Assessment criteria: investigation, analysis & evaluation, knowledge & application.

PATHWAYS:

A range of tertiary studies relating to science, medicine and nursing.

FURTHER INFORMATION:

ellen.everett@hopecc.sa.edu.au

LEARNING AREA: BUSINESS/TECH.

SUBJECT: 12 Business Innovation

Prerequisite: C in Year 11 Business
ELECTIVE

COURSE CONTENT (5 lessons per week):

Concept 1: Designing business
Concept 2: Sustaining business
Concept 3: Transforming business

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)
Type 1: Business Skills (40%) – three tasks
Type 2: Business Model (40%) – one task

EXTERNAL (30%, marked by SACE Board)
Type 3: Business Plan & Pitch

Assessment criteria: finding and solving problems, contextual application, analysis and evaluation.

PATHWAYS:

A range of tertiary studies relating to business and innovation.

FURTHER INFORMATION:

sarah.hough@hopecc.sa.edu.au

LEARNING AREA: SCIENCE

SUBJECT: 12 Chemistry

Length of Course: Year

Prerequisite: B- in Year 11 Chemistry
ELECTIVE

COURSE CONTENT (5 lessons per week):

Topic 1: Elemental and Environmental Chemistry
Topic 2: Analytical Techniques
Topic 3: Using and Controlling Reactions
Topic 4: Organic and Biological Chemistry
Topic 5: Materials

Chemistry Investigation Skills

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)
Type 1: Investigations Folio (30%) – Practicals & Investigations Issue
Type 2: Skills and Applications Tasks (40%) – Tests

EXTERNAL (30%, marked by SACE Board)
Type 3: Examination (130 mins)

Assessment criteria: Investigation, analysis & evaluation, knowledge & application.

PATHWAYS:

Many science courses at tertiary level either prefer or require either a knowledge of, or satisfactory achievement in, Stage 2 Chemistry.

FURTHER INFORMATION:

mala.prasad@hopecc.sa.edu.au



In two of these four contexts:

Innovation,
Decision-making and project management,
Financial management and literacy management,
Global, local and digital perspectives.



YEAR 12 SUBJECTS

LEARNING AREA: HEALTH

SUBJECT: 12 Child Studies

Length of Course: Year

Prerequisite: C in Year 10/11 Child Studies
ELECTIVE

COURSE CONTENT (5 lessons per week):

1. Children's growth and development from conception to eight years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children.
2. Childhood is a unique, intense period of growth and development. The ways in which children's lives are affected by relationships with others; intellectual, emotional, social and physical growth; cultural, familial and socioeconomic circumstances and educational opportunities, are explored.

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Practical Activities (50%)

Type 2: Group Activities (20%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Investigation (2000 words)

Assessment criteria: investigation and critical analysis, problem-solving, practical application, collaboration, evaluation.

PATHWAYS:

University and TAFE courses where the understanding of children is important, such as nursing, teaching, social work and child care.

FURTHER INFORMATION:

hayley.dawson@hopecc.sa.edu.au

LEARNING AREA: BUSINESS/TECHNOLOGY

SUBJECT: 12 Digital Communication Solutions

Length of Course: Year

Prerequisite: B- in Year 11 DCS (IT)
ELECTIVE

COURSE CONTENT (5 lessons per week):

- Educational Game Design & Development (Major Project)
- Product Design
- Research into tools, techniques and issues related to major project
- Evaluation of processes and products

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Specialised Skills Task (20%)

Type 2: Design Process & Solution (50%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Resource Study

Assessment criteria: investigating, planning, producing, evaluating.

PATHWAYS:

A range of tertiary studies relating to I.T., programming or robotics.

FURTHER INFORMATION:

luke.marshall@hopecc.sa.edu.au



YEAR 12 SUBJECTS

LEARNING AREA: BUSINESS/TECHNOLOGY

SUBJECT: 12 Material Solutions

Length of Course: Year

Prerequisite: C in Year 11 Material Solutions **ELECTIVE**

COURSE CONTENT (5 lessons per week):

- Negotiated product of students own design
- Design folio relates to major product
- Research assignment
- Skills development tasks (including costing of projects)

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

- Type 1: Specialised Skills Task (20%)
- Type 2: Design Process & Solution (50%)

EXTERNAL (30%, marked by SACE Board)

- Type 3: Resource Study

Assessment criteria: investigating, planning, producing, evaluating.

PATHWAYS:

Various courses related to design, technology, engineering, drafting, building, etc.

FURTHER INFORMATION:

nicholas.burrell@hopecc.sa.edu.au

LEARNING AREA: ARTS

SUBJECT: 12 Drama

Length of Course: Year

Prerequisite: B- in Year 11 Drama / 11 English General/Lit **ELECTIVE**

COURSE CONTENT (5 lessons per week):

- Group Production:** Students complete a group production and present evidence of their learning throughout the process and performance in the form of a recorded presentation (evidence = up to 15 mins for multimodal or oral presentations, or equivalent where the presentation of evidence includes a written component that should not exceed 1250 words; 6 minutes is equivalent to 1000 words).
- Evaluation and Creativity:** Students complete two tasks or integrate these tasks to produce one single piece, either as an oral or multimodal presentation or a written response. Max. 12 minutes if oral or multimodal, or 2000 words if written.
- Creative Presentation:** Students collaborate in small groups to produce a creative dramatic presentation (e.g. a live performance, a film or screen production, designs within an ensemble dramatic concept, a workshop, or a masterclass). Students individually complete a learning portfolio as evidence of their learning (either an oral, visual, multimodal, written response, or combination of these).

ASSESSMENT: **NOT AVAILABLE IN 2025**

SCHOOL-BASED (70%)

Type 1: Group Production (40%) **(involves extensive and compulsory after-hours practice)**

Type 2: Evaluation & Creativity (30%, moderated by SACE Board)

EXTERNAL (30%, marked by SACE Board)

Type 3: Creative Presentation

Assessment criteria: understanding & exploration, critical & creative thinking, creative application.

FURTHER INFORMATION:

rachel.riggs@hopecc.sa.edu.au



YEAR 12 SUBJECTS

LEARNING AREA: ENGLISH

SUBJECT: 12 Essential English

Length of Course: Year

Prerequisite: C in Year 11 Ess English
ELECTIVE

COURSE CONTENT (5 lessons per week):

Responding to Texts

Comparative text analysis; children's picture book analysis; moral dilemma podcast in response to TV series *Your Honour*

Creating texts

Narrative; advocacy documentary; anti-vaping publicity material; restaurant review

Language Study

Comparison of two examples of language in a chosen context

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Responding to Texts (30%): 3 tasks

Type 2: Creating Texts (40%): 3 tasks

EXTERNAL (30%, marked by SACE Board)

Type 3: Language Study (1500 words or 9 mins)

Assessment criteria: communication, comprehension, analysis, application.

PATHWAYS:

A range of tertiary studies.

FURTHER INFORMATION:

maaike.prins@hopecc.sa.edu.au

LEARNING AREA: ENGLISH

SUBJECT: 12 English (General)

Length of Course: Year

Prerequisite: C in Year 11 English or
A- in Year 11 Essential English **ELECTIVE**

COURSE CONTENT (5 lessons per week):

Responding to Texts

Responses to the following: film (*Into the Spider-verse*) and novel (*The Great Gatsby*), advertisements

Creating texts

Issues opinion article, memoir, narrative, writer's statement

Language Study

Comparative analysis

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Responding to Texts (30%): 4 tasks

Type 2: Creating Texts (40%): 3 tasks

EXTERNAL (30%, marked by SACE Board)

Type 3: Language Study (1500 words or 9 mins)

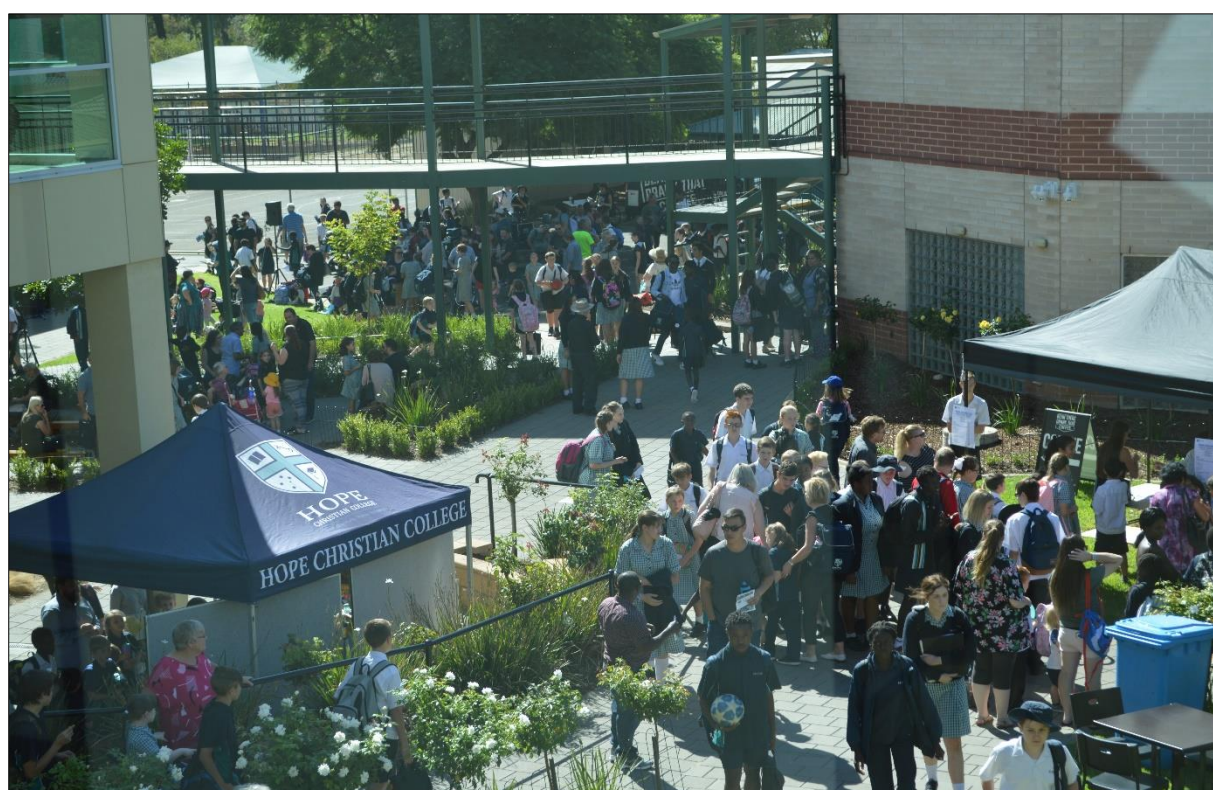
Assessment criteria: communication, comprehension, analysis, application.

PATHWAYS:

A range of tertiary studies.

FURTHER INFORMATION:

scott.nestor@hopecc.sa.edu.au



YEAR 12 SUBJECTS

LEARNING AREA: ENGLISH

SUBJECT: 12 English Literary Studies

Length of Course: Year

Prerequisite: B- in Year 11 English Lit or
A- in Year 11 English (General) **ELECTIVE**

COURSE CONTENT (5 lessons per week):

Shared Study of a Film: *Moulin Rouge*
Shared Study of a Novel: *Fly Away Peter*
Shared Study of a Play: *A Doll's House*
Shared Study of Poetry: Comparison of Blake, Eliot & Plath
(Critical Perspectives)
Shared Study of Critical Reading of Texts (prep for exam)
Comparative Texts Study (student choice)

Creating Texts

Transformed Text with Writer's Statement
Persuasive Article

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

- Type 1: Response to Texts (50%) – four tasks
- Type 2: Creative Texts (20%) – two tasks

EXTERNAL (30%, marked by SACE Board)

- Type 3: Comparative Text Study (15%) (1500 words)
Examination CRT (15%) (100 mins) **ONLINE**

Assessment criteria: knowledge & understanding, analysis, application.

PATHWAYS:

A range of tertiary studies.

FURTHER INFORMATION:

shane.barnes@hopecc.sa.edu.au

LEARNING AREA: HEALTH

SUBJECT: 12 Food & Hospitality

Length of Course: Year

Prerequisite: C in Year 11 Food & Hosp
ELECTIVE

COURSE CONTENT (5 lessons per week):

Topic 1: Food, the individual and the family
Topic 2: Local and global issues in food and hospitality
Topic 3: Trends in food and culture
Topic 4: Food and safety
Topic 5: Food and hospitality careers

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

- Type 1: Practical Activity (50%)
- Type 2: Group Activity (20%)

EXTERNAL (30%, marked by SACE Board)

- Type 3: Investigation (2000 words)

Assessment criteria: investigation & critical analysis, problem-solving, practical application, collaboration, evaluation.

PATHWAYS:

A range of tertiary studies, including those relating to Food & Hospitality.

FURTHER INFORMATION:

melaine.bubner@hopecc.sa.edu.au



YEAR 12 SUBJECTS

LEARNING AREA: HUMANITIES

SUBJECT: 12 Geography

Length of Course: Year

Prerequisite: C in Year 11 Geography
ELECTIVE

COURSE CONTENT (5 lessons per week):

Core Topic: The Transforming World

Theme 1. Environmental Change

- Ecosystems & People
- Climate Change

Theme 2. Social and Economic Change

- Population Change
- Globalisation
- Transforming Global Inequality

Geographical Skills

(involves extensive and compulsory out of school fieldwork)

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Geographical Skills & Applications (40%)

Type 2: Geographical Report (30%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Examination (130 mins) **ONLINE**

Assessment criteria: knowledge & understanding, analysis & evaluation, application.

PATHWAYS:

Tertiary courses, including town planning, resource management, meteorology, environmental science, etc.

FURTHER INFORMATION:

carl.simon@hopecc.sa.edu.au

LEARNING AREA: BUSINESS/TECHNOLOGY

SUBJECT: 12 Info Processing & Publishing

Length of Course: Year

Prerequisite: C in Year 11 IPP
ELECTIVE

COURSE CONTENT (5 lessons per week):

Learning geared towards both practical and theoretical skills for producing publications for business and personal use, including:

1. Advanced-level skills in Adobe Photoshop, Adobe Illustrator, and Adobe InDesign
2. Graphic design and layout tasks including menus, brochures, flyers, advertisements, merge letters, etc.
3. Production of magazine pages (front cover, two-page contents two-page sample article) with accompanying report on the use of the design process and the four design principles.
4. Analysis of ICT-related issues and technical and operational understandings of ICTs.

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Practical Skills (40%)

Type 2: Issues Analysis (30%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Product & Documentation

Assessment criteria: understanding, development & application, analysis & evaluation.

PATHWAYS:

A range of tertiary studies in graphic design and desktop publishing.

FURTHER INFORMATION:

shane.barnes@hopecc.sa.edu.au

**NOT AVAILABLE
IN 2025**



HOPE
CHRISTIAN COLLEGE

Hope Opportunity Promise Excellence



YEAR 12 SUBJECTS



LEARNING AREA: HUMANITIES

SUBJECT: 12 Legal Studies

Length of Course: Year

Prerequisite: C in Year 11 Legal Studies
ELECTIVE

COURSE CONTENT (5 lessons per week):

1. The following competing tensions:
 - Competing rights and responsibilities
 - Fairness and efficiency
 - The empowered and the disempowered
 - Certainty and flexibility
2. Focus area 1: Sources of law
3. Focus area 2: Dispute resolution
4. *Option*: The constitution *OR* When rights collide

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Folio (40%): four tasks

Type 2: Inquiry (30%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Examination (130 mins) **ONLINE**

Assessment criteria: understanding & application, analysis & evaluation, communication.

OPEN ACCESS COLLEGE

PATHWAYS:

(online)

A range of tertiary studies, especially those relating to law and politics.

FURTHER INFORMATION:

shane.barnes@hopecc.sa.edu.au



YEAR 12 SUBJECTS

LEARNING AREA: MATHEMATICS

SUBJECT: 12 Essential Mathematics

Length of Course: Year

Prerequisite: C+ in Year 11 Ess Maths
ELECTIVE

COURSE CONTENT (5 lessons per week):

Topic 1: Scales, Plans and Models
 Topic 2: Measurement
 Topic 3: Business Applications
 Topic 4: Statistics
 Topic 5: Investments and Loans

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Skills & Applications Tasks (30%)
 Type 2: Folio of Tasks (40%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Examination (130 mins)

Assessment criteria: concepts & techniques, reasoning & communication.

PATHWAYS:

A range of tertiary studies.

FURTHER INFORMATION:

daniel.learey@hopecc.sa.edu.au

LEARNING AREA: MATHEMATICS

SUBJECT: 12 General Mathematics

Length of Course: Year

Prerequisite: C+ in Year 11 General Maths (no entry from 11 Essential Maths) **ELECTIVE**

COURSE CONTENT (5 lessons per week):

Topic 1: Modelling with Linear Relationships
 Topic 2: Modelling with Matrices
 Topic 3: Statistical Models
 Topic 4: Financial Models
 Topic 5: Discrete Models

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Skills & Applications Tasks (40%)
 Type 2: Mathematical Investigations (30%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Examination (130 mins)

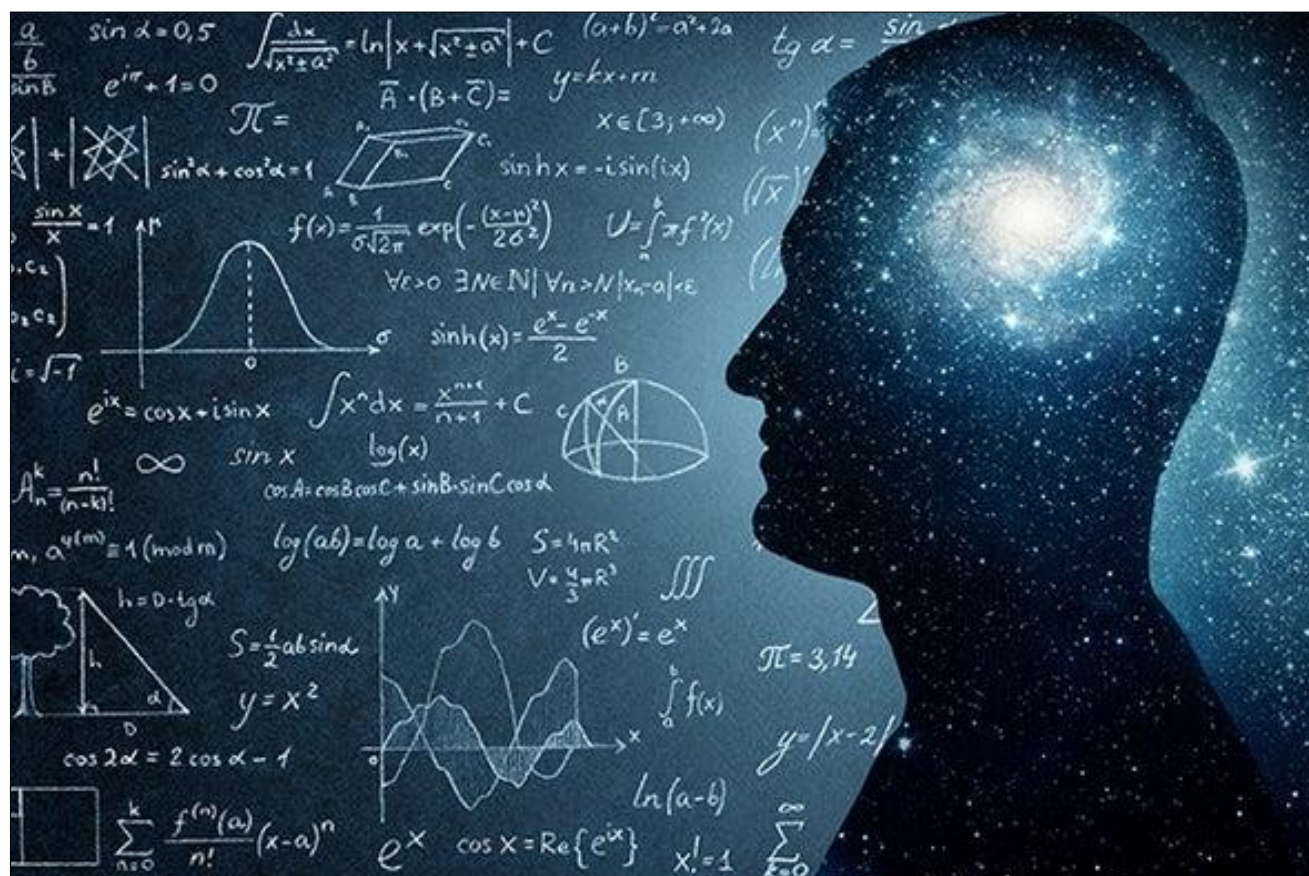
Assessment criteria: concepts & techniques, reasoning & communication.

PATHWAYS:

A range of tertiary studies.

FURTHER INFORMATION:

ashley.bennett@hopecc.sa.edu.au



YEAR 12 SUBJECTS

LEARNING AREA: MATHEMATICS

SUBJECT: 12 Mathematical Methods

Length of Course: Year

Prerequisite: C+ in Year 11
Mathematical Methods (A+B) **ELECTIVE**

COURSE CONTENT (5 lessons per week):

Topic 1: Further Differentiation and Applications
Topic 2: Discrete Random Variables
Topic 3: Integral Calculus
Topic 4: Logarithmic Functions
Topic 5: Continuous Random Variables and the Normal Distribution
Topic 6: Sampling and Confidence Intervals

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Skills & Applications Tasks (50%)

Type 2: Mathematical Investigations (20%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Examination (130 mins)

Assessment criteria: concepts & techniques, reasoning & communication.

PATHWAYS:

A range of tertiary courses, generally relating to mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

FURTHER INFORMATION:

jarred.clasohm@hopecc.sa.edu.au

LEARNING AREA: MATHEMATICS

SUBJECT: 12 Specialist Mathematics

Length of Course: Year

Prerequisite: B- in Year 11 Specialist
Mathematics (A+B) **ELECTIVE**

COURSE CONTENT (5 lessons per week):

Topic 1: Mathematical Induction
Topic 2: Complex Numbers
Topic 3: Functions and Sketching Graphs
Topic 4: Vectors in Three Dimensions
Topic 5: Integration Techniques and Applications
Topic 6: Rates of Change and Differential Equations

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Skills & Applications Tasks (50%)

Type 2: Mathematical Investigations (20%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Examination (130 mins)

Assessment criteria: concepts & techniques, reasoning & communication.

PATHWAYS:

A range of tertiary courses, generally relating to mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

FURTHER INFORMATION:

jarred.clasohm@hopecc.sa.edu.au



YEAR 12 SUBJECTS

LEARNING AREA: HUMANITIES

SUBJECT: 12 Modern History

Length of Course: Year

Prerequisite: C in Year 11 Modern History **ELECTIVE**

COURSE CONTENT (5 lessons per week):

Modern Nations

Topic 6: Modern Nations = China (1949-c.2012)

Topic 10: The World Since 1945 = The Struggle for Peace in the Middle East

Historical Study

2000-word individual research paper on a student-selected focus area

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Historical Skills (50%): China essay, Kurds UN speech, thematic timeline, magazine article, empathy task

Type 2: Historical Study (20%): 2000 word research/argument on a topic of interest

EXTERNAL (30%, marked by SACE Board)

Type 3: Examination (130 mins) **ONLINE**

Assessment criteria: understanding & exploration, application & evaluation, analysis.

PATHWAYS:

A range of tertiary studies.

FURTHER INFORMATION:

tom.burden@hopecc.sa.edu.au

LEARNING AREA: ARTS

SUBJECT: 12 Music Explorations

Length of Course: Year

Prerequisite: C in Year 11 Music and AMEB 4 **ELECTIVE**

COURSE CONTENT (5 lessons per week):

Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present, and/or produce music, and experiment with their own creations. Contexts for study may include aspects of the music industry, such as recording studios, performance rehearsal spaces, or instrument crafting workshops. Students respond to and discuss their own and others' works, and synthesise their findings to make connections between the music they study and their own creative works.

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Musical Literacy (30%)

Type 2: Explorations (40%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Creative Connections

Assessment criteria: understanding music, exploring and experimenting with music, responding to music.

PATHWAYS:

A range of tertiary studies.

FURTHER INFORMATION:

rebecca.degraaf@hopecc.sa.edu.au



YEAR 12 SUBJECTS

LEARNING AREA: ARTS

SUBJECT: 12 Music Performance
(Solo)

Length of Course: Year (10 credits)

Prerequisite: 3+ years' experience and currently in instrument private tuition **ELECTIVE**

COURSE CONTENT (2.5 lessons per week):

Students develop and extend their practical music-making skills through performing works for 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.

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Performance (30%)

Type 2: Performance & Discussion (40%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Performance Portfolio

Assessment criteria: understanding music, performing music, responding to music.

PATHWAYS:

A range of tertiary studies.

FURTHER INFORMATION:

rebecca.degraaf@hopecc.sa.edu.au

LEARNING AREA: ARTS

SUBJECT: 12 Music Performance
(Ensemble)

Length of Course: Year (10 credits)

Prerequisite: (<<< same) plus be part of a College ensemble **ELECTIVE**

COURSE CONTENT (2.5 lessons per week):

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.

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Performance (30%)

Type 2: Performance & Discussion (40%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Performance Portfolio

Assessment criteria: understanding music, performing music, responding to music.

PATHWAYS:

A range of tertiary studies.

FURTHER INFORMATION:

rebecca.degraaf@hopecc.sa.edu.au



YEAR 12 SUBJECTS

LEARNING AREA: ARTS

SUBJECT: 12 Creative Arts (Music)

Length of Course: Semester (10 credits)
or Year (20 credits)

Prerequisite: (entry via interview)
ELECTIVE

COURSE CONTENT (2.5 – 5 lessons per week):

Students undertake a specialised study within the music arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, concerts, audio production, recording, live sound, community performances, vocal groups or other ensembles.

Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Product (50%) Folio of evidence, plus

Semester = one creative product,

Year = two creative products

Type 2: Inquiry (20%)

Semester = one inquiry

Year = two inquiries

EXTERNAL (30%, marked by SACE Board)

Type 3: Practical Skills

Assessment criteria: knowledge & understanding, application, investigation & analysis, evaluation.

PATHWAYS:

A range of tertiary studies.

FURTHER INFORMATION:

rebecca.degraaf@hopecc.sa.edu.au

LEARNING AREA: CROSS-CURRICULUM

SUBJECT: 12 Integrated Learning
(Music)

Length of Course: Semester (10 credits)
or Year (20 credits)

Prerequisite: (entry via interview)
ELECTIVE

COURSE CONTENT (2.5 – 5 lessons per week):

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. The program focus is designed around a theme, community or context that has meaning to the students.

Through the lens of the program focus students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them. Students develop an awareness of the context within which they are learning and are encouraged to contribute to collaborative thinking and ways of working.

Students share ideas and informed opinions and extend their social communication skills through contribution to groups, family, and/or community. Students extend their self-awareness, personal identity and values through collaborative processes that build from peer- and self-assessment.

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Practical Inquiry (40%)

Semester = at least one

Year = at least two

Type 2: Connections (30%) at least one

EXTERNAL (30%, marked by SACE Board)

Type 3: Personal Endeavour

Assessment criteria: application & understanding; inquiry, analysis & evaluation; collaboration & communication.

PATHWAYS:

A range of tertiary studies.

FURTHER INFORMATION:

rebecca.degraaf@hopecc.sa.edu.au



YEAR 12 SUBJECTS

LEARNING AREA: HEALTH

SUBJECT: 12 Outdoor Education

Length of Course: Year

Prerequisite: C in Year 11 PE or
11 Outdoor Education
ELECTIVE

COURSE CONTENT (5 lessons per week):

Focus Area 1: Conservation & Sustainability
Focus Area 2: Human Connections with Nature
Focus Area 3: Personal & Social Growth and Development

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

- Type 1 Para Wirra Study (10%)
Tennyson Beach Study (10%)
- Type 2 Bushwalking & Kayaking Journey – Heysen Trail
& The Coorong (50%)

EXTERNAL (30%, marked by SACE Board)

- Type 3: Connection with Nature

Assessment criteria: application & communication, analysis & evaluation.

NOTE: a high level of physical fitness, resilience, and ability to work in a team are an advantage. **Students who have persistent medical issues are advised to choose an alternative subject**

PATHWAYS:

Environmental sciences, park ranger, outdoor instructor, tourism operator, etc.

FURTHER INFORMATION:

myles.thiele@hopecc.sa.edu.au

LEARNING AREA: HEALTH

SUBJECT: 12 Physical Education

Length of Course: Year

Prerequisite: C in Year 11 PE
ELECTIVE

COURSE CONTENT (5 lessons per week):

Focus Area 1: In movement
Focus Area 2: Through movement
Focus Area 3: About movement

The focus areas provide the narrative for the knowledge, skills and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities.

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

- Type 1 Diagnostics (30%): 2 tasks
- Type 2 Improvement Analysis (40%): 1 task

EXTERNAL (30%, marked by SACE Board)

- Type 3: Group Dynamics: 1 task (Folio of evidence)

Assessment criteria: application & communication, analysis & evaluation.

NOTE: a high level of physical fitness, resilience, and ability to work in a team are an advantage. **Students who have persistent medical issues are advised to choose an alternative subject**

PATHWAYS:

Nursing, physiotherapy, PE teacher, sports coaching, sports science, nutritionist, etc.

FURTHER INFORMATION:

myles.thiele@hopecc.sa.edu.au



YEAR 12 SUBJECTS

LEARNING AREA: SCIENCE

SUBJECT: 12 Nutrition

Length of Course: Year

Prerequisite: B- in Year 11 Nutrition
ELECTIVE

COURSE CONTENT (5 lessons per week):

Topic 1: Principles of nutrition, physiology and health
 Topic 2: Health promotion and emerging trends
 Topic 3: Sustainable food systems
 Topic 4: Nutrition literacy and numeracy
 Topic 5: Nutrition and technology

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)
 Type 1: Investigations Folio (30%) – Practicals & SHE Investigation
 Type 2: Skills and Applications Tasks (40%) – Tests

EXTERNAL (30%, marked by SACE Board)
 Type 3: Examination (130 mins) **ONLINE**

Assessment criteria: investigation, analysis & evaluation, knowledge & application.

PATHWAYS:

Many science courses at tertiary level either prefer or require either a knowledge of, or satisfactory achievement in, Stage 2 Nutrition.

FURTHER INFORMATION:

myles.thiele@hopecc.sa.edu.au

LEARNING AREA: SCIENCE

SUBJECT: 12 Physics

Length of Course: Year

Prerequisite: B- in Year 11 Physics
ELECTIVE

COURSE CONTENT (5 lessons per week):

Topic 1: Motion and Relativity
 Topic 2: Electricity and Magnetism
 Topic 3: Light and Atoms

Physics Investigation Skills

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)
 Type 1: Investigations Folio (30%) – Practicals & SHE Investigation
 Type 2: Skills and Applications Tasks (40%) – Tests

EXTERNAL (30%, marked by SACE Board)
 Type 3: Examination (130 mins)

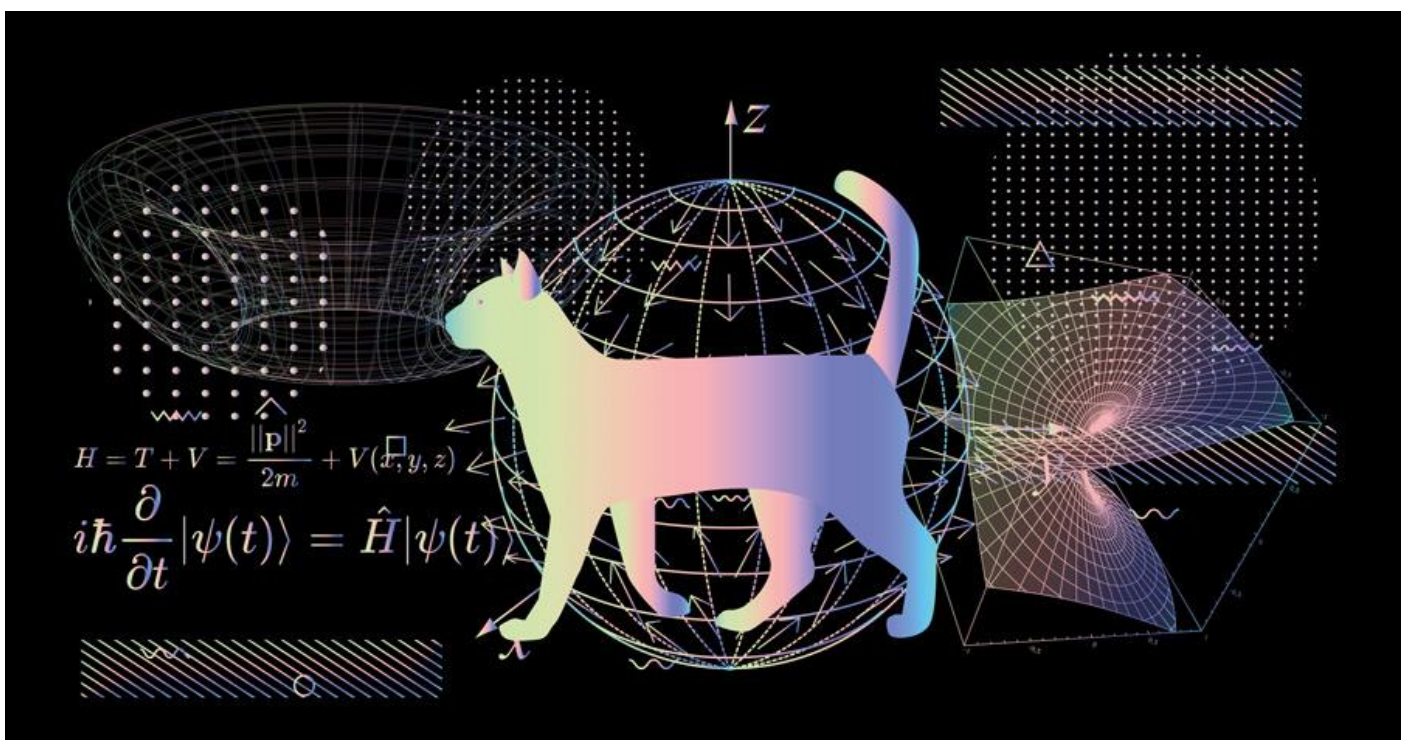
Assessment criteria: investigation, analysis & evaluation, knowledge & application.

PATHWAYS:

Many science courses at tertiary level either prefer or require either a knowledge of, or satisfactory achievement in, Stage 2 Physics.

FURTHER INFORMATION:

jarred.clasohm@hopecc.sa.edu.au



YEAR 12 SUBJECTS

LEARNING AREA: SCIENCE

SUBJECT: 12 Psychology

Length of Course: Year

Prerequisite: B- in Year 11 Psychology
ELECTIVE

COURSE CONTENT (5 lessons per week):

Topic 1: Psychology of the Individual
Topic 2: Psychological Health and Wellbeing
Topic 3: Organisational Psychology
Topic 4: Social Influence
Topic 5: Learning

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)
Type 1: Investigations Folio (30%) – Practicals & Investigations Issue
Type 2: Skills and Applications Tasks (40%) – Tests
EXTERNAL (30%, marked by SACE Board)
Type 3: Examination (130 mins) **ONLINE**

Assessment criteria: investigation, analysis & evaluation, knowledge, application.

PATHWAYS:

Many courses at tertiary level either prefer or require either a knowledge of, or satisfactory achievement in Stage 2 Psychology.

FURTHER INFORMATION:

scott.nestor@hopecc.sa.edu.au

LEARNING AREA: HUMANITIES

SUBJECT: 12 Spiritualities, Religion and Meaning (CL)

Length of Course: Year

Prerequisite: Nil **(COMPULSORY)**
SACE Stage 2 (10 credits)

COURSE CONTENT (3 lessons per week):

Topic 1: Growth, belonging and flourishing
Topic 2: Community, justice and diversity
Topic 3: Stories, visions and futures
Topic 4: Spiritualities, religions and ultimate questions
Topic 5: Life, the universe and integral ecology
Topic 6: Evil and apathy

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)
Type 1: Reflective Analysis (40%)
Type 2: Connections (30%)
EXTERNAL (30%, marked by SACE Board)
Type 3: Transformative Actions

Assessment criteria: exploration & analysis, action & reflective practice

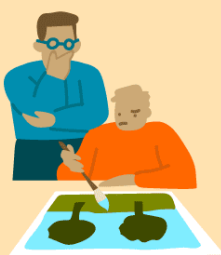
PATHWAYS:

A range of tertiary courses.

FURTHER INFORMATION:

damian.spavin@hopecc.sa.edu.au

Psychology-Related Jobs



Art therapist



Consumer psychologist



Counselor



Forensic or criminal psychologist



School psychologist



Sports psychologist

YEAR 12 SUBJECTS

LEARNING AREA: CROSS-CURRICULUM

SUBJECT: 12 Research Project/AIF

Length of Course: Semester 1 only

Prerequisite: Nil **(COMPULSORY)**
SACE Stage 2 (10 credits)

COURSE CONTENT (5 lessons per week, Sem 1):
Students explore ideas related to an area of personal interest through a process of self-directed inquiry (Learning Goal). Students seek feedback (Progress Checks) as they draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution (Learning Output). Students additionally reflect on their learning (Appraisal).

In this subject, students:

- develop agency by setting a Learning Goal, exploring a topic of their choice and showcasing their Output of Learning
- demonstrate self-regulation in time management, decision-making, and the consideration of strategies, perspectives, and feedback to achieve their Learning Goal
- develop and apply metacognitive skills by showing awareness of their own thinking in relation to the learning process and engaging in continuous reflection about their learning
- develop their reflective practices and evaluative judgement through relevant feedback about the learning process in relation to their progression to the Learning Goal.

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Portfolio (35%)

Type 2: Progress Checks (35%)

EXTERNAL (30%, marked by SACE Board)

Type 3: Appraisal

Assessment criteria: exploring, planning & acting, appraising.

NOTE: This subject involves a great deal of work and it is expected to be completed in Semester 1

PATHWAYS:

Compulsory for SACE completion and calculation of ATAR.

FURTHER INFORMATION:

rebecca.degraaf@hopecc.sa.edu.au

luke.marshall@hopecc.sa.edu.au

From 2025 onwards, the new Research Project course (*Activating Identities and Futures = AIF*) will be offered.

YEAR 12 SUBJECTS

WORKPLACE PRACTICES INDUSTRIES

CHOOSE YOUR PATHWAY



1 FOOD & HOSPITALITY/ HAIR & BEAUTY/ RETAIL / TOURISM/
Career pathways for students who enjoy being creative and serving customers.



2 EDUCATION/ CHILD CARE/ SOCIAL WORK/ SPORTS & FITNESS
Career pathways for students who enjoy helping others to learn and achieve goals.



3 TRADE (APPRENTICESHIP) CARPENTRY/ PLUMBING/ ELECTRICAL/ AUTOMOTIVE/ ENGINEERING
Career pathways for students who enjoy working with their hands.



4 NURSING/ MIDWIFERY/MEDICAL SCIENCES/ LAW/ BUSINESS
Career pathways for students with a strong desire to care for others and attention to detail.



5 ADF/ POLICE FORCE/ EMERGENCY SERVICES
Career pathways for students who are passionate about serving our country and law enforcement.



6 ICT/ GAMING/ MUSIC/ ARTS/ DESIGN/ FASHION
Career pathways for students who enjoy working with technology or being creative and entertaining others.



7 ANIMAL CARE/ AGRICULTURE/ ENTREPRENEUR/ HUMANITIES/ POLITICS
Career pathways for students who are passionate about caring for animals, the environment, sustainability, and the local community.



8 OTHER/ NOT SURE
Students should select this option if their career doesn't fit into the other groupings, or they are not sure about their future career path.

WORKPLACE PRACTICES 2021 - S. DISSINGER



LEARNING AREA: CROSS-CURRICULUM

SUBJECT: 12 Workplace Practices

Length of Course: Year

Prerequisite: C in Year 11 Workplace Practices **ELECTIVE**

COURSE CONTENT (5 lessons per week):

Area of Study 1: Industry and Work Knowledge

Area of Study 2: Vocational Learning

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Folio (25%) – 3 tasks

Type 2: Performance (25%) – 50-60 hours of activities

Type 3: Reflection (20%) – 2 tasks

EXTERNAL (30%, marked by SACE Board)

Type 4: Investigation (2000 words or 12 mins)

Assessment criteria: knowledge & understanding, application, investigation & analysis, reflection & evaluation.

PATHWAYS:

This subject enables students to develop knowledge and understanding of the nature, type and structure of the workplace. It is, therefore, applicable to all career pathways.

FURTHER INFORMATION:

ben.delaney@hopecc.sa.edu.au

For information on VET
please see page 28



YEAR 12 SUBJECTS

LEARNING AREA: ARTS

SUBJECT: 12 Visual Arts – Art/Design

Length of Course: Year

Prerequisite: C in Year 11 Visual Arts
ELECTIVE

COURSE CONTENT (5 lessons per week):

Area of Study 1: Visual Thinking

Area of Study 2: Practical Resolution

Area of Study 3: Visual Arts in Context

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Folio (40%): the documentation of the visual learning in support of both major resolved artworks/designs

Type 2: Practical (30%): the resolved work and the student's statement on their work

EXTERNAL (30%, marked by SACE Board)

Type 3: Visual Study: a folio, video (USB) of exploration and experimentation based on research and analysis of the work of one or more artists/designers

Assessment criteria: practical application, knowledge & understanding, analysis & response, inquiry & exploration.

PATHWAYS:

A range of courses at tertiary level.

FURTHER INFORMATION:

damian.spavin@hopecc.sa.edu.au

LEARNING AREA: ARTS

SUBJECT: 12 Creative Arts – Art

Length of Course: Year

Prerequisite: C in Year 11 Visual Arts
ELECTIVE

COURSE CONTENT (5 lessons per week):

Stage 2 Creative Arts is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject.

ASSESSMENT:

SCHOOL-BASED (70%, moderated by SACE Board)

Type 1: Product – weighting 50%

Type 2: Inquiry – weighting 20%

EXTERNAL (30%, marked by SACE Board)

Type 3: Practical Skills

Assessment criteria: practical application, knowledge & understanding, investigation & analysis, evaluation.

PATHWAYS:

A range of courses at tertiary level.

FURTHER INFORMATION:

damian.spavin@hopecc.sa.edu.au



SENIOR SCHOOL SUBJECT PATHWAYS

YEAR 10	
Semester 1	Semester 2
Engl Lit	Engl Lit
English	English
Ess Engl	Ess Engl
Advanced Maths	Advanced Maths
General Maths	General Maths
Essential Maths	Essential Maths
Science*	Science*
Child Studies PE*	Outdoor Ed PE
Geography	20 th Century History*
Drama	Drama
(IPP)	DCS/IT
Music Drama	Music Drama
Food & Hospitality	Food & Hospitality
Technology Studies	Technology Studies
Art/Design	Art/Design
VET	
Christian Life*	
PLP/ EIF*	PLP/ EIF*

SACE STAGE 1 (YR 11)	
Semester 1	Semester 2
Engl Lit	Engl Lit
English	English
Ess Engl	Ess Engl
Specialist Maths A	Specialist Maths B
Maths Methods A	Maths Methods B
General Maths	General Maths
Ess Maths	Ess Maths
Biology	Biology
Chemistry	Chemistry
Nutrition	Nutrition
Physics	Physics
Psychology	Psychology
Business Studies	Business Studies
Outdoor Ed PE	Child Studies PE
Geography	Geography
History	History
Legal Studies	Legal Studies
Workplace Practices	Workplace Practices
D&T: DCS	(IPP)
Music Drama	Music Drama
Food & Hospitality	Food & Hospitality
Design & Technology (Mat.Solutions)	Design & Technology (Mat. Solutions)
Art/Design	Art/Design Photography
VET options	
SRM - Spiritualities, Religion & Meaning*	
Semester 2 → subject	Research Practices /AIF*

SACE STAGE 2 (YR 12)	
Full Year	
English Literary Studies	
English	
Essential English	
Specialist Maths	
Mathematical Methods	
General Maths	
Essential Maths	
Biology	
Chemistry	
Nutrition	
Physics	
Psychology	
Business Innovation	
Child Studies	
Outdoor Ed PE	
Geography	
Modern History	
Legal Studies	
Workplace Practices	
D&T: DCS (IPP)	
Music (various electives) (Drama)	
Food & Hospitality	
Design & Technology (Material Solutions)	
Visual Arts – Art/Design Creative Arts	
VET options	
SRM - Spiritualities, Religion & Meaning*	
Research Project / AIF*	← Semester 1 subject

* Compulsory units of study

D&T: DCS = Design & Technology (Digital Communications Systems) = I.T.
IPP = Information Processing & Publishing

Material Solutions = Tech.
PLP/AIF = Personal Learning Plan

For more information, please contact shane.barnes@hopec.sa.edu.au (or 8287 1111)
This document can be located on the College website at www.hopec.sa.edu.au



HOPE

CHRISTIAN COLLEGE

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