

ISLAMIC COLLEGE OF SOUTH AUSTRALIA



**SENIOR SCHOOL  
CURRICULUM HANDBOOK**



ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Curriculum**  
**Subjects Offered**

## Year 10

- Science
- English
- Information Processing and Publishing
- Information Processing and Publishing – Stage 1
- Mathematics
- General Mathematics
- Personal Learning Plan – Stage 1
- Workplace Practices –Stage 1
- Certificate 1 in Furnishing
- Health and Physical Education
- History
- Certificate 1 in Retail
- Religion Studies
- Quranic Studies
- Islamic Studies
- Arabic Language

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 10

**Learning Area:** Year 10 Science

**Course Length:** whole year

**Subject Prerequisites:** Students should achieve a grade of C and above in Year 9 Science

**Course Description:**

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

**Assessment:**

Tests 40%, Practicals 30%, Assignments and oral presentation 30%

**Content:**

**Biological Sciences** (Transmission of heritable characteristics from one generation to the next involves DNA and genes (ACSSU184)

The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence(ACSSU185)

**Chemical Sciences** (The atomic structure and properties of elements are used to organise them in the Periodic Table (ACSSU186)

Different types of chemical reactions are used to produce a range of products and can occur at different rates (ACSSU187)

**Earth and space sciences**

The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe (ACSSU188)

Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere(ACSSU189)

**Physical sciences**

Energy conservation in a system can be explained by describing energy transfers and transformations (ACSSU190)

The motion of objects can be described and predicted using the laws of physics (ACSSU229)

**Reporting:**

A grade of A - E will be recorded on term reports.

For further information please check the ACARA website

<https://www.australiancurriculum.edu.au>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 10

**Learning Area:** English

**Course Length:** Full Year

**Subject Prerequisites:** Students should achieve a grade of C and above in Year 9 English

**Course Description:** The English course is built around three interrelated strands of Language, Literature and Literacy set out in the Australian Curriculum.

- Language: the development of understanding of how language works
- Literature: Understanding, appreciating, responding to, analysing and creating literature: an enjoyment in, and informed appreciation of, how English language can convey information and emotion, create imaginative worlds and aesthetic and other significant experiences.
- Literacy: the development of appropriateness, accuracy, confidence, fluency in English across growing and increasingly complex and unfamiliar settings.

Students will learn how to develop the skills involved in speaking, listening, reading, writing and viewing in a variety of contexts.

Students are encouraged to develop initiative, responsibility and independent learning skills.

**Assessment:**

Students are required to complete a range of assessments in written, spoken and multimedia forms. Over the course of the year, students will create a range of imaginative, informative and persuasive texts.

**Reporting:**

A grade of A - E will be recorded on term reports.

For further information please check the ACARA Website  
<https://www.australiancurriculum.edu.au>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Learning Area:** Information Processing and Publishing – B Variant

**SACE Classification:** Stage 1 – offered at Year 10 Level

**Course Value:** 10 credits (1 Semester course, taught across the full year)

**Pre-requisites:** None

**Course Description:**

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications, and evaluate the development process.

Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Students choose between 2 variants within the Information Processing & Publishing Subject - IPP (A) students generally create hard copy products while IPP (B) students create electronic text-based publications. Both variants are expected to evaluate the design development process within the curriculum.

**Assessment:**

- Practical Skills Tasks - 50%
  - Adobe Flash Project
  - Digital Storybook/Interactive Quiz
  - Multimedia (PowerPoint) Presentation
- Issues Analysis Task - 20%
  - Keeping Safe on the Internet
- Product and Documentation Task - 30%
  - Website

**Content:**

- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing
- Data Input

**Reporting:**

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website  
<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 10

**Learning Area:** Stage 1 INFORMATION PROCESSING AND PUBLISHING

**Course Category:** SACE Classification

**Course Length:** Stage 1 Course Value: 10 credits (one semester, taught in year10)

**Subject Prerequisites:** There are no pre-requisites..

## **Course Description**

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

## **Assessment:**

- Skills and Application Tasks 65%
- Folio 35%
- End of semester Exam

## **Content:**

- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing
- Data Input

## **Assessment:**

- Practical Skills 50%
- Issues Analysis 20%
- Product and Documentation 30%

## **Reporting**

A grade of A to E will be recorded on term reports.

For further information please check the SACE Board Website

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# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level: 10**

**Learning Area:** Mathematics 10 A

**Course Length:** Full Year

**Subject Prerequisites:** Students should achieve a grade of B and above in Year 9 Mathematics.

**Course Description:**

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- **fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- **problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- **reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.
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**Assessment:**

Assessment may take many forms, and teachers will use a range of strategies within the classroom.

- Teacher Observations – All students are observed frequently, individually, in small groups and as a whole class.
- Topic/Unit Specific Assessment Tasks – Tests are the most familiar example of this form of assessment.
- Rubrics – The assessment of goal directed tasks with established criteria. They provide authentic and significant challenges and problems.
- Process-focused assessments – Students' skills and developing understandings are regularly observed in context using checklists and notes.



# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

## **Content:**

### **Number and Algebra**

- Money and Financial Mathematics
  - Financial Mathematics
- Patterns and Algebra
  - Number & Operations
  - Algebraic Expansion & Factorisation
  - Algebraic Fractions
  - Equations & Inequalities
- Linear and Non-Linear Relationships
  - Equations & Inequalities
  - Quadratics
  - Co-ordinate Geometry
  - Quadratic Functions, Circles & Ellipses
  - Simultaneous Equations

### **Measurement and Geometry**

- Using Units of Measurement
  - Measurement
- Geometric Reasoning
  - Radicals, Pythagoras & Trigonometry
  - Congruence & Similarity
- Pythagoras and Trigonometry
  - Radicals, Pythagoras & Trigonometry

### **Statistics and Probability**

- Chance
  - Probability
- Data Representation and Interpretation
  - Statistics
  - Bivariate Statistics

## **Reporting:**

A grade of A - E will be recorded on term reports.

For further information please check the ACARA Website

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# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level: 10**

**Learning Area:** General Mathematics

**Course Length:** Full Year

**Subject Prerequisites:** Students should achieve a grade of C and above in Year 9 Mathematics.

## **Course Description:**

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- **fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- **problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- **reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

## **Assessment:**

Assessment may take many forms, and teachers will use a range of strategies within the classroom.

- Teacher Observations – All students are observed frequently, individually, in small groups and as a whole class.
- Topic/Unit Specific Assessment Tasks – Tests are the most familiar example of this form of assessment.
- Rubrics – The assessment of goal directed tasks with established criteria. They provide authentic and significant challenges and problems.
- Process-focused assessments – Students' skills and developing understandings are regularly observed in context using checklists and notes.

## **Content:**

### **Number and Algebra**

- Money and Financial Mathematics
  - Financial Mathematics
- Patterns and Algebra

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

- Number & Operations
- Algebraic Expansion & Factorisation
- Algebraic Fractions
- Equations & Inequalities
- Linear and Non-Linear Relationships
  - Equations & Inequalities
  - Quadratics
  - Co-ordinate Geometry
  - Quadratic Functions, Circles & Ellipses
  - Simultaneous Equations

## **Measurement and Geometry**

- Using Units of Measurement
  - Measurement
- Geometric Reasoning
  - Radicals, Pythagoras & Trigonometry
  - Congruence & Similarity
- Pythagoras and Trigonometry
  - Radicals, Pythagoras & Trigonometry

## **Statistics and Probability**

- Chance
  - Probability
- Data Representation and Interpretation
  - Statistics
  - Bivariate Statistics

## **Reporting:**

A grade of A - E will be recorded on term reports.

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# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 10

**Learning Area:** Stage 1 Personal Learning Plan

**Course Category:** Stage 1 (Taught in year 10)

**Course Length:** Course Value: 10 credits (half year)

**Subject Prerequisites:** Nil

## **Course Description:**

The PLP is a compulsory 10-credit subject, normally undertaken in Year 10. Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study. Students have opportunities to add further evidence of learning at any stage during their SACE studies.

## **Assessment:**

Assessment Type 1 Folio 75%

Assessment Type 2 Review 25%

## **Content:**

Students will explore future pathways by:

- Identifying and researching career pathways and options (including further education, training and work)
- Choosing appropriate SACE subjects and courses based on plans for future work and study
- Consider and access subjects and courses available in and beyond school
- Review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT skills)
- Gain skills for future employment
- Identify goals and plans for achievement
- Review and adjust plans to achieve goals.

## **Reporting:**

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website  
<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 10

**Learning Area:** Stage 1 Work Place Practices (Taught in year 10)

**Course Length:** Course Value: 10 credits (half year)

**Subject Prerequisites:** Nil

## **Course Description:**

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The focus areas of workplace practices are: Industry and Work Knowledge and Vocational Learning

## **Assessment:**

Folio	40%
Performance	30%
Reflection	30%

## **Content:**

Two topics from the following topics:

- Future Trends in the World of Work
- The Value of Unpaid Work to Society
- Workers' Rights and Responsibilities
- Career Planning
- Negotiated Topics.

## **Reporting**

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

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# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 10

**Learning Area:** Cert I in Furnishing MSF 10113

**Course Category:** Elective

**Course Length:** 50 (whole year)

**Subject Prerequisites:** Nil

**Course Description:**

This qualification describes the skills and knowledge required to perform basic furnishing industry tasks used in a range of industry job roles involving given routines and procedures and limited accountability for the quality of outcomes while supporting others.

This qualification is typically used to develop skills and knowledge in basic furnishing techniques that include a variety of employment-related skills, including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. It involves collaboration with others through members of a group or team.

Meaningful involvement of industry is essential to achieving this qualification outcome and workplace visits and placement to ensure exposure of learners to realistic workplace conditions and employer expectations is required.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

**Assessment:**

A range of assessment methods will be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required plans, hand and/or power tools, equipment, materials and woodworking machinery.
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate participating in collaborative processes

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- evaluation of documentation maintained by the candidate to support different ideas
- oral or written questioning to assess knowledge of parameters and context for work in a given industry context.

## Content:

### CORE UNITS

Complete all **eight (8)** units from this list:

Unit code	Unit title
MSMENV272	Participate in environmentally sustainable work practices
MSAPMOHS100A	Follow OHS procedures
MSMOPS101	Make measurements
MSMSUP102	Communicate in the workplace
MSMSUP106	Work in a team
MSFFM1001	Construct a basic timber furnishing product
MSFFM2002	Assemble Furnishing Components
MSFFM2005	Join Solid Timber

## Reporting:

A grade of A-E will be recorded on term reports.

For further information please check the TAFE Website  
<https://www.tafesa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 10

**Learning Area:** Health and Physical Education

**Course Length:** whole year

**Subject Prerequisites:** Nil

**Course Description:**

The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing. Students explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

**Assessment:**

- Checklists
- Observation of game situations
- Demonstration of practical skills
- Small group and class discussion
- Written tasks
- Students are required to keep a journal which records information and develops the skills of critical thinking and reflection.

**Content:**

The Health course is taught in conjunction with the Physical Education programme. The focus at this level is

- Alcohol and other drugs
- Health benefits of physical activity
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

**Reporting:**

A grade of A - E will be recorded on term reports.

For further information please check the ACARA Website

<https://www.australiancurriculum.edu.au>



# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 10

**Learning Area:** Industry Area: History

**Course Length:** 20 Credits (Full Year)

**Subject Prerequisites:** Nil

**Course Description:**

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame a historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

**Assessment:**

Source Analysis, Group Discussion, Research and Critical Thinking, Essay Writing and Creating Power Point Presentations.

**Content:**

**Term One –**

What were the peace treaties after World War 1?

What were the consequences of the Great Depression?

What threats arose?

What were the causes of WW2?

Why and how were Australians involved?

How did the war affect the Australians on the home front?

What significant events changed the course of the war?

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## **Term Two –**

What rights and freedoms have indigenous Australians fought for since 1945?

How have the struggles of indigenous Australians been similar to, and different from, other fights for civil rights around the world?

Which indigenous leaders have led the struggle for rights and freedom?

How has the government policy helped and hindered this struggle?

What challenges do Australia's indigenous people face today?

## **Reporting:**

A grade of A-E will be recorded on term reports.

For further information please check the ACARA Website

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# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Industry Area:** Certificate I in Retail SIR10112

**SACE Classification:** Stage 1

**Course Value:** 20 Credits (Full Year)

**Subject Prerequisites:** Nil

**Course Description:**

This qualification provides the skills and knowledge for an individual to commence work in the retail industry.

**Job roles**

- Individuals with this qualification are able to perform roles, such as:
- provide customer service in a retail store
- organise and maintain work areas.

**Possible job titles**

- customer service assistant
- point-of-sale operator

**Assessment:**

A range of assessment methods will be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

Skills must be demonstrated in a services industries environment. This can be:

- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- Direct observation of the candidate participating in collaborative processes
- Evaluation of documentation maintained by the candidate to support different ideas
- Oral or written questioning to assess knowledge of parameters and context for work in a given industry context.

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- An industry workplace visit
- A simulated industry environment.

## **Content:**

### **Core units**

SIRXCOM101

Communicate in the workplace to support team and customer outcomes

SIRXIND101

Work effectively in a customer service environment

SIRXWHS101

Apply safe work practices

### **Elective units**

#### **Client and Customer Service**

SIRXCLM101

Organise and maintain work areas

#### **Working in Industry**

SIRXIND102

Plan a career in the retail industry

## **Reporting:**

A grade of A-E will be recorded on term reports.

For further information please check the TAFE Website

<https://www.tafesa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

## **Quranic Studies**

The Quran is part of our life and is one of the most important components of Islamic studies at the Islamic College of SA. As learning the Quran is compulsory upon every Muslim, by the Grace of Allah, our students are given the opportunity to, not only enjoy the recitation of the Quran, but also learn the rules of recitation and learn the meaning of the Creator's word. The Students also get the opportunity to learn how to implement the beautiful teachings of the Quran in almost all aspects of life including behaviour and dealing with the Creator, dealing with parents and dealing with other fellow human beings. Memorising the set chapters is also one of the main tasks in Quranic studies. Based on this task, students get the opportunity to participate in the annual Quran competition held at the College.

## **Islamic Studies**

The Curriculum of Islamic studies at the Islamic College of SA is designed to help our students achieve being productive members and good contributor Citizens of the culturally diverse Australian Society. This is to be achieved through implementing the teachings of the Quran and Hadith (sayings of the prophet) that originally brings them close to Allah, the Creator SWT. The branches of Islamic Studies include Fiqh (Jurisprudence), Aqeedah (Islamic Doctrine), Adaab and Akhlaq (Manners and good behaviour) and Islamic History.

In the Senior Secondary level, religious studies is offered as part of SACE subject known as "Stage I Studies in Religion". Under this subject, besides studying our religion Islam in depth, students have the opportunity to explore other religions of the world.

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Learning Area: Religion Studies**

**SACE Classification:** Stage 1 (Taught in year 10)

**Course Value:** 10 credits (full year)

**Subject Prerequisites:** Nil

**Course Description:**

In Stage 1 Religion Studies, students will acquire knowledge and understanding of religion as living and dynamic. Students will investigate the way in which adherents of various religious traditions, or adherents with different perspectives within one tradition, participate in, and respond to, current social and ethical debates and issues of social justice. Students will have opportunities to reflect and to act upon their personal attitudes and values, and to better understand their own position. However, there is no requirement that students adopt any particular position. Students will also have opportunities, where appropriate, to participate in service to the community.

**Assessment:**

- Practical Activity
- Issues Investigation
- Reflection

**Content:**

The 1-unit subject consists of:

- One depth study
- One ethical issue/social justice issue study

**Reporting:** A grade of A – E will be recorded on term reports.

For further information please check the SACE Board Website  
<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level: 10**

**Learning Area:** Science

**Course Length:** Full Year

**Subject Prerequisites:** Students should achieve a grade of C and above in Year 9 Science.

## Course Description

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

## Assessment

Tests	25%
Practical activities and practical reports	25%
Investigation	25%
Other assignments and homework	25%

## Content

- The atomic structure and properties of elements
- Types of chemical reactions
- The universe (galaxies, stars and solar systems, and the Big Bang theory)
- Global systems (the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere)
- Energy conservation
- The motion of objects can be described and predicted using the laws of physics
- Transmission of heritable characteristics from one generation to the next
- The theory of evolution and natural selection

## Reporting

A grade of A - E will be recorded on term reports.

For further information please check the ACARA Website

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# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 10

**Learning Area:** Arabic Language

**Course Category:** Elective

**Course Length:** whole year

**Subject Prerequisites:** Students should achieve a grade of C and above in Year 9 Arabic

**Course Description:**

The study of Arabic contributes to the overall education of students, most particularly in the area of cross-cultural understanding, cognitive development, literacy, and general knowledge. It provides access to the culture of the Arabic communities and promotes understanding of different attitudes and values within the wider Australian community and beyond. The language to be studied and assessed is modern standard Arabic.

At this level, Students bring to their learning existing knowledge of Arabic language and culture and a range of strategies. They become increasingly aware of the world beyond their own and engage with youth-related and social and sustainability issues.

**Assessment:**

Speaking, Listening and Responding, Reading, Writing tasks

An Examination (oral and written) will be conducted at the end of the semester

**Content:**

**Communication:** Socialising, informing, creating, translating, reflecting

**Understanding:** System of the Language, Language variation and change, Role of the language and culture.

**Reporting:**

A grade of A - E will be recorded on term reports.

For further information please check the ACARA Website

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## SACE Stage 1 Subjects

- Information Processing and Publishing
- Visual Arts
- English as an Additional Language
- English A  
English B
- Society and Culture A  
Society and Culture B
- General Mathematics A  
General Mathematics B
- Mathematics
- Physics A  
Physics B
- Accounting A  
Accounting B
- Business & Enterprise A  
Business & Enterprise B
- Arabic A  
Arabic B
- Quranic Studies
- Islamic Studies
- Religion Studies
- Research Project B
- Biology A
- Chemistry A  
Chemistry B
- Essential English

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Learning Area:** Information Processing and Publishing – A & B Variants

**SACE Classification:** Stage 2 – offered at Year 11 Level

**Course Value:** 20 credits (2 Semesters – full year course)

**Subject Prerequisites:** Students should achieve a grade of C and above in Stage 1 Information Processing and Publishing (offered at Year 10).

## **Course Description:**

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications, and evaluate the development process.

Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Students choose between 2 variants within the Information Processing & Publishing Subject - IPP (A) students generally create hard copy products while IPP (B) students create electronic text-based publications. Both variants are expected to evaluate the design development process within the curriculum.

## **Assessment:**

- Practical Skills 40%
  - Take Away Menu
  - Rock Band Letter
  - Rock Band Poster
  - Tourist or Customer Vouchers
  - Movie DVD Cover
- Issues Analysis 30%
  - Flash Drives (Technical Operations & Understandings Task)
  - Online Safety or Downloaded Graphics (Issues Task)
- External Task - Product and Documentation 30%
  - Recipe Cookbook

## **Content:**

- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing
- Data Input

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

## **Reporting:**

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website  
<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level: 11**

**Learning Area:** Stage 1 Visual Arts (Art or Design)

**Course Category:** SACE Classification

**Course Length:** Course Value: 10 credits (one semester)

**Subject Prerequisites:** Nil

## **Course Description**

Visual Arts may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1

In this subject outline, Visual Arts is categorised into the two broad areas of Art and Design.

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work.

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

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

## **Assessment**

Assessment at Stage 1 is school based.

The following assessment types enable students to demonstrate their learning in Stage 1 Visual Arts:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study.

For a 10-credit subject, students should provide evidence of their learning through three or four assessments. Each assessment type should have a weighting of at least 20%. Students produce:

- one folio
- one or two practical works, including a practitioner's statement for one practical work
- one visual study.

For a 20-credit subject, students should provide evidence of their learning through four to six assessments. Each assessment type should have a weighting of at least 20%. Students produce:

- one folio
- two or three practical works, including a practitioner's statement for two practical works

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

- one larger visual study, or two smaller visual studies.

## **Content**

Students can enroll at Stage 1 in:

- Visual Arts — Art

*and/or*

- Visual Arts — Design.

Stage 1 Visual Arts — Art and Stage 1 Visual Arts — Design may be undertaken as a 10-credit subject or a 20-credit subject.

For both a 10-credit subject and a 20-credit subject, with a focus on either art or design, the following three areas of study must be covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

## **Reporting**

A grade of A - E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 English as an Additional Language (or Dialect) EALD

**Course Category:** SACE Classification

**Course Length:** Course Value: 10 credits (one semester)

**Subject Prerequisites:** There are no prerequisites. Two semesters of English or EALD are compulsory at Stage 1.

## **Eligibility**

All students who want to enrol in an English as an Additional Language subject will be required to apply to the SACE Board for eligibility.

## **Course Description**

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

## **Assessment**

- Assessment Type 1: Responding to Texts 50%
- Assessment Type 2: Interactive Study 25%
- Assessment Type 3: Language Study 25%

## **Content**

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between these structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and interpreted.

Students develop confidence in creating texts for different purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

## **Reporting**

A grade of A - E will be recorded on term reports.

For further information please see the SACE Board Website:

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level: 11**

**Learning Area:** STAGE 1 ENGLISH A

**Course Category:** SACE Classification

**Course Length:** Course Value: 10 credits (half year)

**Subject Prerequisites:** Students should achieve a grade of C or Above in Year 10 English.

## **Course Description:**

The study of English provides students with a focus of informed and effective participation in education, training, the workplace and their personal environment.

In stage 1 English students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Students undertake extensive essay writing and critical literacy activities in preparation for Year 12 English.

## **Assessment:**

### **Assessment Type 1**

Responding to Texts 50%

### **Assessment Type 2**

Creating Texts 25%

### **Assessment Type 3**

Inter-textual Study 25%

## **Content:**

- Reading and responding
- Creating texts
- Text Analysis

**Reporting:** A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

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# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level: 11**

**Learning Area:** STAGE 1 ENGLISH B

**Course Category:** SACE Classification

**Course Length:** Course Value: 10 credits (half year)

**Subject Prerequisites:** Students should achieve a score of 14-20 in Year 10 English.

**Course Description:**

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In stage 1 English students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Students undertake extensive essay writing and critical literacy activities in preparation for Year 12 English Communications.

**Assessment:**

**Assessment Type 1**

Responding to Texts 50%

**Assessment Type 2**

Creating Texts 25%

**Assessment Type 3**

Inter-textual Study 25%

**Content:**

- Reading and responding
- Creating texts
- Text Analysis

**Reporting:** A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>



# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level: 11**

**Learning Area:** STAGE 1 SOCIETY AND CULTURE A

**Course category:** SACE Classification

**Course Length:** 10 credits (half year)

**Subject Prerequisites:** Students should achieve competency of C or above in the Year 10 History, Geography, Sciences and English.

**Course Description:**

In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

**Assessment:**

Sources Analysis 50%

Group Activity 25%

Investigation 25%

**Content**

A topic with a focus on an Australian context

A topic with a focus on a global context

**Reporting:** A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** STAGE 1 SOCIETY AND CULTURE B

**Course Category:** SACE Classification

**Course Length:** Course Value: 10 credits (half year)

**Subject Prerequisites:** Students should achieve a competency of C or above in the Year 10 History, Geography Sciences and English.

**Course Description:**

Society and Culture is a study of contemporary societies, their structures and systems and the interactions within and among them. Students who are interested in developing skills required for social investigation, interaction, and analysis and a knowledge of contemporary societies will benefit from undertaking Studies of Societies. By investigating a broad range of social, political, and ethical issues at the centre of contemporary social debate, students will be able to clarify their own views and determine appropriate social actions to be taken. Society and Culture fosters literacy and communication skills and promotes the life skills that will enable students to act as responsible and sensitive members of a culturally diverse, complex and changing society. Students of Society and Culture find employment in areas such as government, law, politics, education, social work and journalism.

**Assessment:**

- Sources Analysis 50%
- Group Activity 25%
- Investigation 25%

**Content:**

- A topic with a focus on a global context
- A topic with a focus on either an Australian context or global context

**Reporting:** A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 General Mathematics A

**Course Area:** SACE Classification

**Course Length:** 10 credits (one semester)

**Subject Prerequisites:** There are no pre-requisites. One semester of Mathematics is compulsory at Stage 1.

## **Course Description:**

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

## **Assessment:**

- Skills and Application Tasks 65%
- Folio 35%
- End of semester Exam

## **Content:**

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

The following three topics are selected for semester1

- Topic 1: Investing and Borrowing
- Topic 2: Measurement
- Topic 3: Statistical Investigation

## **Reporting:**

A grade of A - E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 General Mathematics B

**Course Area:** SACE Classification

**Course Length:** 10 credits (one semester)

**Subject Prerequisites:** There are no pre-requisites. One semester of Mathematics is compulsory at Stage 1.

## **Course Description:**

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

## **Assessment:**

- Skills and Application Tasks 65%
- Folio 35%
- End of semester Exam

## **Content:**

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

The following three topics are selected for semester 2

- Topic 4: Applications of Trigonometry
- Topic 5: Linear and Exponential Functions and their Graphs
- Topic 6: Matrices and Networks

## **Reporting:**

A grade of A - E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 Mathematics

**Course Area:** SACE Classification

**Course Length:** 10 credits (one semester)

**Subject Prerequisites:** Nil

**Course Description:**

This subject will challenge the students to develop their Mathematics skills in an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

**Assessment:**

- Skills and Application Tasks 75%
- Folio 25%
- End of semester Exam

**Content:**

Mathematics at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10.

Stage 1 Mathematics is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem-solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Key concepts from 10A Mathematics in the Australian Curriculum required for the study of Stage 1 Mathematics, Stage 2 Mathematical Methods, and Stage 2 Specialist Mathematics have been incorporated into the relevant topics.

Stage 1 Mathematics consists of the following twelve topics:

- Topic 1: Functions and Graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry

**Reporting**

A grade of A to E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 Physics A

**Course Area:** SACE Classification

**Course Length:** 10 credits (Half Year)

**Subject Prerequisites:** Students should achieve a minimum grade of B in Year 10 Science and C in Maths Studies.

**Course Description:**

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

**Assessment:**

- Assessment Type 1: Investigations Folio (Two practical reports)
- Assessment Type 2: Skills and Applications Tasks. (Two tests and one oral presentation)

**Content:**

- Motion
- Forces
- Work and Energy
- Waves
- Light

**Reporting**

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 Physics B

**Course Area:** SACE Classification

**Course Length:** 10 credits (Half Year)

**Subject Prerequisites:** Students should achieve a minimum grade of B in Year 10 Science and C in Maths Studies

**Course Description:**

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

**Assessment:**

- Assessment Type 1: Investigations Folio (Two practical reports)
- Assessment Type 2: Skills and Applications Tasks. (Two tests and one oral presentation)

**Content:**

- Motion in Two Dimensions
- Electricity
- Magnetism
- Heat
- Nuclear Physics

**Reporting:**

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 Accounting A

**Course Area:** SACE Classification

**Course Length:** 10 credits (Half Year)

**Subject Prerequisites:** Students should achieve 14-20 in year 10 Maths

**Course Description:**

Stage 1 Accounting is suitable for students who want to acquire practical skills and knowledge in managing financial processes used in society. It will help students to develop skill in critical thinking, problem solving and the application of information and communications technology. These skills will enable students to apply accounting information in financial decision making for a range of accounting entities. The subject also allows students to develop and understand the ethical considerations that affect financial decision making in contemporary society. Accounting helps students to manage their own financial affairs throughout their lives.

**Assessment:**

- Skills and Applications Task 80%
- Investigation 20%
- An examination will be conducted at the end of each semester.

**Content:**

- The Environment of Accounting
- Business Documents
- Double Entry Recording

**Reporting:**

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>



# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 Accounting B

**Course Area:** SACE Classification

**Course Length:** 10 credits (Half Year)

**Subject Prerequisites:** Students should achieve 14-20 in year 10 Maths

**Course Description:**

Stage 1 Accounting is suitable for students who want to acquire practical skills and knowledge in managing financial processes used in society. It will help students to develop skills in critical thinking, problem solving and the application of information and communications technology. These skills will enable students to apply accounting information in financial decision making for a range of accounting entities. The subject also allows students to develop and understand the ethical considerations that affect financial decision making in contemporary society. Accounting helps students to manage their own financial affairs throughout their lives.

**Assessment:**

- Skills and Applications Task 80%
- Investigation 20%
- An examination will be conducted at the end of each semester.

**Content:**

- Keeping Cash Records
- Financial Reports

**Reporting:**

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 Business & Enterprise

**Course Area:** SACE Classification

**Course Length:** 10 credits (Half Year)

**Subject Prerequisites:** Nil

**Course Description:**

Students have the opportunity to interact with the business community and develop applied skills of investigation and reporting. Business Studies provides skills and information on business practices that are essential for life and work in Australia and the global context. Students have the opportunity to investigate, analyse and respond to current business issues. They develop skills in enterprise, technology, employment, communication and interaction with both business and the community. TAFE modules are embedded within the course, giving students the opportunity to develop practical skills in the area of Business Studies.

**Assessment:**

- Folio 50%
- Practical 25%
- Issues Study 25%

**Content:**

- One core topic
- Introduction to Business and Enterprise
- Two elective topics:
  - Establishing a Business
  - Business Plan
  - Reporting
- A grade of A-E will be recorded on term reports.

**Reporting:**

For further information please check the SACE Board Website  
<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 Business & Enterprise

**Course Area:** SACE Classification

**Course Length:** 10 credits (Half Year)

**Subject Prerequisites:** Nil

## **Course Description:**

Students have the opportunity to interact with the business community and develop applied skills of investigation and reporting. Business Studies provides skills and information on business practices that are essential for life and work in Australia and the global context. Students have the opportunity to investigate, analyse and respond to current business issues. They develop skills in enterprise, technology, employment, communication and interaction with both business and the community. TAFE modules are embedded within the course, giving students the opportunity to develop practical skills in the area of Business Studies.

## **Assessment:**

- Folio 50%
- Practical 25%
- Issues Study 25%

## **Content:**

- One core topic

Introduction to Business and Enterprise in Practice

- Two elective topics
- Marketing
- Globalisation

## **Reporting:**

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Arabic B

**SACE Classification:** Stage 1 Continuers Level

**Course Value:** 10 credits (half year)

**Pre-requisites:** Students should achieve a grade of C and above in semester 1

**Course Description:**

The study of Arabic contributes to the overall education of students, most particularly in the area of communication, but also in the area of cross-cultural understanding, cognitive development, literacy, and general knowledge. It provides access to the culture of the Arabic communities and promotes understanding of different attitudes and values within the wider Australian community and beyond. The language to be studied and assessed is modern standard Arabic.

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 1 Arabic at Continuers Level:

- Assessment Type 1: Interaction – weight (20%)
- Assessment Type 2: Text Production – weight (20%)
- Assessment Type 3: Text Analysis – weight (20%)
- Assessment Type 4: Investigation \_ weight (40%)

For a 10-credit subject, students should provide evidence of their learning through five assessments.

- An Examination (oral and written) will be conducted at the end of the semester.

**Content:**

- The Individual: Personal World, Family and Friends, Education and Aspiration, Health
- The Arabic Speaking Communities: Lifestyle, Culture and Traditions, Arabic Civilisation
- The Changing World: Social Issues, The Natural World, The World of Work

**Reporting:**

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Arabic A

**SACE Classification:** Stage 1 Continuers Level

**Course Value:** 10 credits (half year)

**Pre-requisites:** Students should achieve a grade of C and above in Year 10 Arabic.

**Course Description:**

The study of Arabic contributes to the overall education of students, most particularly in the area of communication, but also in the area of cross-cultural understanding, cognitive development, literacy, and general knowledge. It provides access to the culture of the Arabic communities and promotes understanding of different attitudes and values within the wider Australian community and beyond. The language to be studied and assessed is modern standard Arabic.

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 1 Arabic at Continuers Level:

- Assessment Type 1: Interaction - weight (20%)
- Assessment Type 2: Text Production - weight (20%)
- Assessment Type 3: Text Analysis - weight (20%)
- Assessment Type 4: Investigation – weight (40%)

For a 10-credit subject, students should provide evidence of their learning through four assessments.

- An Examination (oral and written) will be conducted at the end of the semester.

**Content:**

- The Individual: Personal World, Family and Friends, Education and Aspiration, Health
- The Arabic Speaking Communities: Lifestyle, Culture and Traditions, Arabic Civilisation
- The Changing World: Social Issues, The Natural World, The World of Work

**Reporting:** A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

## **Quranic Studies**

The Quran is part of our life and is one of the most important components of Islamic studies at the Islamic College of SA. As learning the Quran is compulsory upon every Muslim, by the Grace of Allah, our students are given the opportunity to, not only enjoy the recitation of the Quran, but also learn the rules of recitation and learn the meaning of the Creator's word. The Students also get the opportunity to learn how to implement the beautiful teachings of the Quran in almost all aspects of life including behaviour and dealing with the Creator, dealing with parents and dealing with other fellow human beings. Memorising the set chapters is also one of the main tasks in Quranic studies. Based on this task, students get the opportunity to participate in the annual Quran competition held at the College.

## **Islamic Studies**

The Curriculum of Islamic studies at the Islamic College of SA is designed to help our students achieve being productive members and good contributor Citizens of the culturally diverse Australian Society. This is to be achieved through implementing the teachings of the Quran and Hadith (sayings of the prophet) that originally brings them close to Allah, the Creator SWT. The branches of Islamic Studies include Fiqh (Jurisprudence), Aqeedah (Islamic Doctrine), Adaab and Akhlaq (Manners and good behaviour) and Islamic History.

In the Senior Secondary level, religious studies is offered as part of SACE subject known as "Stage I Studies in Religion". Under this subject, besides studying our religion Islam in depth, students have the opportunity to explore other religions of the world.

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Religion Studies

**SACE Classification:** Stage 2 (Taught in Year 11)

**Course Value:** 20 credits (full year)

**Pre-requisites:** Nil

**Course Description:**

It is designed to help our Muslim students to acquire knowledge about their religion from the Quran and the teachings of the Prophet. With the Quranic Studies, students learn how to read the Quran, memorise selected Surahs, and understand its meaning. The Islamic Studies subject enables students to understand Islam and acquire a thorough practical and spiritual knowledge which also introduce them to some fundamental fields of learning, like the Sciences of Aqeedah, Hadeeth, Tafseer, Seerah and Fiqh in greater depth.

In Year 12 students will learn how to play a leadership role by reflecting on the life of the Prophet (p.b.u.h.), how to lead the Islamic rituals such as the Prayers, preparing the funeral procession (Salaatul Janaazah) and how to calculate the inheritance matters according to the Islamic Inheritance Law.

**Assessment:**

- Issues investigation
- Student-negotiated Tasks
- Test

**Content:**

- Seerah An- Nabi (Life of the Prophet)
- Tawheed, Tafseer, Hadeeth and Fiqh
- Ahkaam: e.g. Al-Janaaz, Inheritance Laws and Islamic Economics.

**Reporting:** A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Research Project B

**SACE Classification:** Stage 2

**Course Value:** 10 credits 1 year

**Pre-requisites:** Nil

**Course Description:**

Research Project B contributes to a student's Australian Tertiary Admissions Rank (ATAR).

Students choose a research question that is based on an area of interest to them.

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

**Assessment:**

- School Assessment (70%)
- Assessment Type 1: Folio (30%)
- Assessment Type 2: Research Outcome (40%)
- External Assessment (30%)
- Assessment Type 3: Evaluation (30%).

**Content:**

The content of Research Project B consists of:

developing the capabilities

applying the research framework.

In Research Project B students choose a research question that is based on an area of interest. They identify one or more capabilities that are relevant to their research.

Students use the research framework as a guide to developing their research and applying knowledge, skills, and ideas specific to their research question. They choose one or more capabilities, explore the concept of the capability or capabilities, and how it/they can be developed in the context of their research.

Students synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research. They evaluate the research processes used, and the quality of their research outcome

**Reporting:**

A grade of A-E will be recorded on term reports.

For further information please check the SACE Board Website  
<https://www.sace.sa.edu.au/learning/subjects>



# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 Biology A

**Course Category:** SACE Classification Stage 1

**Course Value:** Stage 1 Biology may be undertaken as a 10- credit or a 20-credit subject

**Pre-requisites:** Students should archive a score of 14\_20 year 10 science

## **Course Description:**

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

## **Assessment:**

Tests 50% Practicals 25% Assignments 25%

## **Content:**

The following topics provide the framework for learning in Stage 1 Biology:

- Topic 1: Cells and Microorganisms
- Topic 2: Biodiversity and Ecosystem Dynamics

## **Reporting:**

A grade of A to E will be recorded on term reports.

For further information please check the SACE website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 Biology A

**Course Category:** SACE Classification Stage 1

**Course Value:** Stage 1 Biology may be undertaken as a 10- credit or a 20-credit subject

**Pre-requisites:** Students should archive a score of 14\_20 year 10 science

## **Course Description:**

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

## **Assessment:**

- Tests 50%
- Practicals 25%
- Assignments 25%

## **Content:**

- Topic 3: Infectious Diseases
- Topic 4: Multicellular Organisms

## **Reporting:**

A grade of A - E will be recorded on term reports

For further information please check the SACE website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 Chemistry A

**Course Category:** SACE Classification Stage 1

**Course Value:** Stage 1 chemistry may be undertaken as a 10- credit or a 20-credit subject

**Pre-requisites:** Students should archive a score of 14\_20 year 10 science

**Course Description:**

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

**Assessment:**

- Tests 50%
- Practical work 25%
- Assignments 25%

**Content:**

The following topics provide the framework for learning in Stage 1 Chemistry:

- Topic 1: Materials and their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules

**Reporting:**

A grade of A - E will be recorded on term reports

For further information please check the SACE website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 11

**Learning Area:** Stage 1 Chemistry B

**Course Category:** SACE Classification Stage 1

**Course Value:** Stage 1 chemistry may be undertaken as a 10- credit or a 20-credit subject

**Pre-requisites:** Students should archive a score of 14\_20 year 10 science

## **Course Description:**

The unit is an introduction to organic chemistry, the chemistry of carbon. It covers the common organic molecules (alkenes, alcohols, amines, carbonyls etc.) and emphasises their recognition, naming, reactions and relevance to everyday life and health. Specific topics include 3D aspects of chemistry, what exactly happens in a chemical reaction and how it is done in practice. A significant proportion of the module is devoted to the larger molecules of life (proteins, carbohydrates, fats, DNA) and shows how these can be understood in terms of the simpler molecules. Practical work is an essential component of this course.

## **Assessment**

Tests 50% Practical work 25% Assignments 25%

## **Content**

The following topics provide the framework for learning in Stage 1 Chemistry:

- Mixtures and Solutions
- Topic 5: Acid and Bases
- Topic 6: Redox Reactions

## **Reporting:**

A grade of A - E will be recorded on term reports

For further information please check the SACE website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level: 11**

**Learning Area:** Stage 1- Essential English

**Course Length:** 2 Semesters

**Subject Prerequisites:** Nil

**Course Description:**

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

In this subject, students are expected to:

1. Develop communication skills through reading, viewing, writing, listening, and speaking
2. Comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
3. Identify and analyze how the structure and language of texts vary for different purposes, audiences, and contexts
4. Express information, ideas, and perspectives, using a range of textual conventions
5. Create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 1 Essential English:

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts.

For a 10-credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through eight assessments, with at least two assessments from each assessment type. At least two assessments should be oral or multimodal presentations, and at least two should be in written form. Each assessment type should have a weighting of at least 20%.

**Content:**

Responding to Texts

Creating Texts.

Decisions about the content of the teaching and learning program centre on ways in which students use language to establish and maintain connections with people in different contexts. The program focuses on a range of contexts for different parts of the program.

The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined. The teaching and learning program supports the achievement of their goals.

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

## **Reporting:**

A grade of A - E will be recorded on term reports.

For further information please check the SACE Website  
<https://www.sace.sa.edu.au/web/essential-english>

## **SACE Stage 2 Subjects**

- Chemistry
- Integrated Learning
- English
- Society and Culture
- Mathematical Application
- Mathematical Studies
- ESL
- Physics
- Accounting
- Business and Enterprise
- Arabic
- Quranic Studies
- Islamic Studies
- Religion Studies
- Biology

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Learning Area:** Stage 2 Chemistry

**Course Category:** SACE Classification

**Course Length:** 20 Credit (Full Year)

**Subject Prerequisites:** Successful Completion of Stage 1 Chemistry

**Course Description:**

Chemistry is the central science and impacts on all facets of our lives. An understanding of chemistry is necessary to all other sciences from astronomy to zoology. All of the materials used by engineers and technologists are made by chemical reactions and we all experience chemical reactions continuously. Chemistry is concerned with all aspects of molecules, their physical and chemical properties, their composition and structure, their synthesis and use in the 21st century. Chemistry is a worthwhile discipline too because it prepares us for the real world. Chemists are very much involved in tackling the problems faced by our modern society.

**Assessment:**

- School-based Assessment:
- Skills and Assessment Tasks 30% Investigation Folio 40%
- External Assessment:
- Examination 30%

**Content:**

- Experimental Research and Communication Skills
- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry and Materials
- Practical investigations

**Reporting:**

A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>



# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Learning Area:** Stage 2 Integrated Learning

**Course Category:** SACE Classification

**Course Length:** 20 Credits (2 Semesters)

**Subject Prerequisites:** Nil

## **Course Description:**

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

Students develop communication and independent lifelong learning skills. The study of Integrated Learning encourages students to build their confidence and self-esteem. Where possible, students actively participate in the community to develop understanding and skills in citizenship, and an understanding of ways to develop specific work skills and competencies. Communities may vary from school communities to a local community, or civic groups, work sites, or global online communities.

Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas.

Integrated Learning builds community capacity by connecting students' learning to meaningful participation in the community. The study of Integrated Learning can lead to courses in the vocational education and training (VET) and university sectors.

## **Assessment:**

All Stage 2 subjects have a school assessment component and an external assessment component.

The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning:

### *School Assessment (70%)*

- Assessment Type 1: Practical (30%)
- Assessment Type 2: Group Activity (20%)
- Assessment Type 3: Folio and Discussion (20%)

### *External Assessment (30%)*

- Assessment Type 4: Project (30%).

For a 20-credit subject, students should provide evidence of their learning through six to eight assessments, including the external assessment component. Students undertake:

- at least one practical
- at least one group activity

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

- at least one assessment for the folio and discussion
- one project.

## **Content:**

An Integrated Learning program is a focused study that has a purpose, product, or outcome. An Integrated Learning program is undertaken by a group of students in a school, or a student or students involved in a community group, allowing them to explore their connections with the wider community.

Integrated Learning can be organised in different ways, according to the needs and interests of the students and the school.

Integrated Learning has:

- a program focus (which could be, for example, a topic, an activity, or a group project) decided by the teacher or by the teacher in consultation with students
- key areas of study (each key area is based on one of the capabilities) that support and guide the exploration and development of the program focus through guiding questions.

The key areas of study are as follows:

- Key Area 1: Developing the Capability for Learning
- Key Area 2: Developing the Capability for Citizenship
- Key Area 3: Developing the Capability for Personal Development
- Key Area 4: Developing the Capability for Work
- Key Area 5: Developing the Capability for Communication.

## **Integrated Learning I**

For Integrated Learning I, the key areas of study are:

- Learning (Key Area 1)
- Citizenship (Key Area 2)
- Personal Development (Key Area 3).

For a 20-credit subject, students undertake two or all three of these key areas of study.

## **Integrated Learning II**

For Integrated Learning II, the key areas of study are:

- Learning (Key Area 1)
- Work (Key Area 4)
- Communication (Key Area 5).

For a 20-credit subject, students undertake two or all three of these key areas of study.

## **Reporting:**

A grade of A+ - E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Learning Area:** Stage 2 English

**Course Category:** SACE Classification

**Course Length:** 20 Credits (whole year)

**Subject Prerequisites:** Successful completion of Stage 1 English.

## **Course Description:**

English focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of context.

## **Assessment:**

- School-based Assessment:
- Issue Analysis 10%
- Text Production 15%
- Investigation 25%
- External Assessment:
- Folio 50%

## **Content**

- Text Study
- Text Production Study
- Communication Study

## **Reporting:**

A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Learning Area:** Stage 2 Society & Culture

**Course Category:** SACE Classification

**Course Length:** 20 Credits (whole year)

**Subject Prerequisites:** Successful completion of Stage 1 Society and Culture.

## **Course Description:**

Society and Culture is a study of contemporary societies, their structures and systems and the interactions within and among them. Students who are interested in developing skills required for social investigation, interaction, and analysis and a knowledge of contemporary societies will benefit from undertaking Society and Culture. By investigating a broad range of social, political, and ethical issues at the centre of contemporary social debate, students will be able to clarify their own views and determine appropriate social actions to be taken. Society and Culture fosters literacy and communication skills and promotes the life skills that will enable students to act as responsible and sensitive members of a culturally diverse, complex and changing society.

## **Assessment**

School-based Assessment: 70%

- Skills and Applications Tasks 30%
- Folio 40%

External Assessment

- Examination 30%

## **Content**

- Culture
- Contemporary Challenges
- Global Issues

## **Assessment**

- School-based Assessment:
- Folio 50%
- Group Activity 20%
- External Assessment:
- Investigation 30%

## **Reporting:**

A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Learning Area:** Stage 2 Mathematical Application

**Course Category:** This subject will be replaced with stage 2 General Mathematics starting 2017 Classification

**Course Length:** 20 Credits (whole year)

**Subject Prerequisites:** Successful completion of Stage 1 General Mathematics.

**Course Description:**

Stage 2 Mathematical Applications enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts.

**Assessment:**

School-based Assessment: 70%

- Skills and Applications Tasks 30%
- Folio 40%

External Assessment

- Examination 30%

**Content:**

The four following topics are selected: Two of the selected topics must be examined topics.

- Topic 2: Investment and Loans (examined topic)
- Topic 3: Mathematics and Small Business
- Topic 6: Share Investments
- Topic 7: Statistics and Working with Data (examined topic)

**Reporting:**

A grade of A+ - E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Learning Area:** Stage 2 Mathematical Studies

**Course Category:** This subject will be replaced with stage 2 General Mathematics starting 2017 Classification

**Course Length:** 20 Credits (whole year)

**Subject Prerequisites:** Successful completion of Stage 1 Mathematic Studies.

## **Course Description**

Mathematical Studies may be undertaken as a 20-credit subject at Stage 2. Students who complete this subject with a C– grade or better will meet the numeracy requirement of the SACE.

Mathematics enables students to identify, describe, and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come so they can more fully understand the world and be knowledgeable participants in it.

## **Assessment**

School-based Assessment: 70%

- Skills and Applications Tasks 45%
- Folio 25%

External Assessment

- Examination 30%

## **Content**

Stage 2 Mathematical Studies is a 20-credit subject that consists of the following three topics:

- Topic 1: Working with Statistics
- Topic 2: Working with Functions and Graphs Using Calculus
- Topic 3: Working with Linear Equations and Matrices.

## **Reporting:**

A grade of A+ to E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Learning Area:** Stage 2 ESL

**Course Category:** This subject will be replaced with stage 2 General Mathematics starting 2017 Classification

**Course Length:** 20 Credits (whole year)

**Subject Prerequisites:** Successful completion of Stage 1 EALD or English.

This subject is designed for students for whom English is an additional language or dialect. Students who want to enrol in English as a Second Language will be required to apply to the SACE Board for eligibility.

## **Course Description:**

Stage 2 English as a Second Language supports the development of students' language as they use different configurations of field, tenor, and mode. Students develop the ability to reflect critically as they make choices in language when engaging with a wide range of texts, issues, and perspectives.

## **Assessment:**

School-based Assessment: 70%

- Assessment Type 1: Communication Study (20%)
- Assessment Type 2: Text Production (30%)
- Assessment Type 3: Language Application (20%)

External Assessment

- Investigation 30%

## **Content:**

In Stage 2 English as a Second Language, students increase their confidence and competence as users of English, developing skills as critical readers, viewers, listeners, speakers, and writers. They learn to use language that is appropriate for cultural and situational contexts, controlling the structures and features of English. Students also develop an understanding of a variety of texts.

Students develop their understanding and proficiency in the use of the English language as they build on the skills they have in their first language. This process helps them to develop skills in reflecting and commenting on the ways in which cultural meanings are expressed in texts.

There are four components of the course:

1. Communication Study
2. Interaction Study
3. Text Production Study
4. Investigative Study.

Each component consists of one oral task and one written task.

## **Reporting:**

A grade of A+ - E- will be recorded on term reports.

For further information please check the SACE Board Website  
<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Course Length:** 20 Credits (One year)

**Subject Prerequisites:** Semesters 1 and 2 of Stage 1 Physics

## **Course Description :**

Physics is the science of Nature - of matter and energy in space and time. The study of Physics covers a wide range of physical phenomena: from the subatomic particles to the Universe as a whole. All laws and forces of nature originate from mathematical symmetries of space and time.

Physics gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information. Physics contributes to people's understanding and appreciation of the natural world and to their ability to make informed decisions about technological applications.

## **Assessment:**

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

- **School-based assessment 70%**
- **Assessment Type 1:** Investigations Folio (40%)  
Includes practical investigations and an issue investigation
- **Assessment Type 2:** Skills and Applications Tasks (30%)

At least four skills and application tasks such as tests

- **Assessment Type 3:** Examination (30%)

A public examination.

## **Content:**

The study of Stage 2 Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of physics.

Stage 2 Physics is of four sections:

- Motion in Two Dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

Each section has subsections which include one application per subsection.

## **Reporting:**

A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>



# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Learning Area:** Stage 2 Accounting

**Course Length:** 20 Credits (whole year)

**Subject Prerequisites:** Successful completion of Stage 1 Accounting

**Course Description:**

Stage 2 Accounting Studies is suitable for students who want to acquire an understanding of the financial information processes used in society. It provides students with an in-depth study of the theoretical and practical applications of accounting. It also helps students to develop skills in critical thinking, problem solving, decision making and communication.

**Assessment:**

School-based Assessment:

Skills and Applications Tasks 50% Report 20%

External Assessment:

Examination 30%

A Trial Exam will be conducted at the end of Term 3.

**Content:**

- The Environment of Accounting
- Financial Accounting
- Management Accounting

Reporting

A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Learning Area:** Stage 2 Business & Enterprise

**Course Length:** 20 Credits (whole year)

**Subject Prerequisites:** Successful completion of Stage 1 Business and Enterprise.

**Course Description:**

Stage 2 Business Studies provides skill and information on business practices that are essential for life and work in Australia and the global context. Students have the opportunity to investigate, analyse and respond to current business issues, in both school and community environments. Students will benefit from skills development in enterprise, technology, employment, communication and interaction with business and the community.

**Assessment:**

- School-based Assessment:
- Folio 30% Practical 20% Issues Study 20%
- External Assessment:
- Examination 30%

**Content:**

- Core Topic
  - The Business Environment
  - Business in Australia
  - The nature and structure of Business
  - The Business Enterprise
- Elective Topics
  - Business and Marketing
  - Business and Technology

**Reporting:**

A grade of A+ - E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Learning Area:** Arabic

**SACE Classification:** Stage 2 Continuers Level

**Course Value:** 20 credits (full year)

**Pre-requisites:** Successful completion of Stage 1 Arabic.

**Course Description:**

The study of Arabic contributes to the overall education of students, most particularly in the area of communication, but also in the area of cross-cultural understanding, cognitive development, literacy, and general knowledge. It provides access to the culture of the Arabic communities and promotes understanding of different attitudes and values within the wider Australian community and beyond. The language to be studied and assessed is modern standard Arabic.

**Assessment:**

School-based Assessment (70%): Type 1 Folio (50%) Type 2 In-depth Study (20%)

Type 1 Folio Assessment Tasks – weight (50%)

- Interaction Task
- Text Analysis Task
- Text Production Task

Type 2 Folio In-depth Study – weight (20%)

- Written Response in Arabic
- Oral Response in Arabic
- Reflective Response in English

External Assessment (30%): Type 3: Oral Examination & Written Examination (30%)

**Content:**

- The Individual: Personal World, Family and Friends, Education and Aspiration, Health
- The Arabic Speaking Communities: Lifestyle, Culture and Traditions, Arabic Civilisation
- The Changing World: Social Issues, The Natural World, The World of Work

**Reporting:** A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website  
<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

## **Quranic Studies**

The Quran is part of our life and is one of the most important components of Islamic studies at the Islamic College of SA. As learning the Quran is compulsory upon every Muslim, by the Grace of Allah, our students are given the opportunity to, not only enjoy the recitation of the Quran, but also learn the rules of recitation and learn the meaning of the Creator's word. The Students also get the opportunity to learn how to implement the beautiful teachings of the Quran in almost all aspects of life including behaviour and dealing with the Creator, dealing with parents and dealing with other fellow human beings. Memorising the set chapters is also one of the main tasks in Quranic studies. Based on this task, students get the opportunity to participate in the annual Quran competition held at the College.

## **Islamic Studies**

The Curriculum of Islamic studies at the Islamic College of SA is designed to help our students achieve being productive members and good contributor Citizens of the culturally diverse Australian Society. This is to be achieved through implementing the teachings of the Quran and Hadith (sayings of the prophet) that originally brings them close to Allah, the Creator SWT. The branches of Islamic Studies include Fiqh (Jurisprudence), Aqeedah (Islamic Doctrine), Adaab and Akhlaq (Manners and good behaviour) and Islamic History.

In the Senior Secondary level, religious studies is offered as part of SACE subject known as "Stage 1 and Stage 2 Studies in Religion". Under this subject, besides studying our religion Islam in depth, students have the opportunity to explore other religions of the world.

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Learning Area:** Religion Studies

**SACE Classification:** Stage 2 (Taught in Years 11 & 12)

**Course Value:** 20 credits (full year)

**Pre-requisites:** Nil

**Course Description:**

It is designed to help our Muslim students to acquire knowledge about their religion from the Quran and the teachings of the Prophet. With the Quranic Studies, students learn how to read the Quran, memorise selected Surahs, and understand its meaning. The Islamic Studies subject enables students to understand Islam and acquire a thorough practical and spiritual knowledge which also introduce them to some fundamental fields of learning, like the Sciences of Aqeedah, Hadeeth, Tafseer, Seerah and Fiqh in greater depth.

In Year 12 students will learn how to play a leadership role by reflecting on the life of the Prophet (p.b.u.h.), how to lead the Islamic rituals such as the Prayers, preparing the funeral procession (Salaatul Janaazah) and how to calculate the inheritance matters according to the Islamic Inheritance Law.

**Assessment:**

- Issues investigation
- Student-negotiated Tasks
- Test

**Content:**

- Seerah An- Nabi (Life of the Prophet)
- Tawheed, Tafseer, Hadeeth and Fiqh
- Ahkaam: e.g. Al-Janaaiz, Inheritance Laws and Islamic Economics.

**Reporting:** A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website  
<https://www.sace.sa.edu.au/learning/subjects>

# ISLAMIC COLLEGE OF SOUTH AUSTRALIA

**Year Level:** 12

**Learning Area:** Stage 2 Biology

**Course Category:** SACE Classification

**Course Length:** 20 Credits (whole year)

**Subject Prerequisites:** Successful completion of Stage 1 Biology

**Course Description:**

This course provides an understanding of the living world around scientific skills and us, which are essential for science students at the tertiary level. The scientific method is a theme throughout the course, so time is devoted to required practical exercises and problem solving. Students are encouraged to apply scientific methods to collect and evaluate data and to solve problems, and to undertake experimental exercises. They are also involved in investigating current social issues of biological significance as part of their summative assessment tasks.

**Assessment:**

School-based Assessment:

Skills and Applications Tasks 30% Investigation Folio 40%

External Assessment:

Examination 30%

**Content:**

- **Macromolecules:** This includes DNA, proteins synthesis, genes, and genetic engineering.
- **Cells:** The structure of cells, transport systems in cells, cell division and cell cultures.
- **Organisms:** This topic focuses on tissues, coordination, materials exchange, blood, photosynthesis, respiration and reproduction.
- **Ecosystem** focuses on Populations, Communities, Natural Selection, and Speciation.

**Reporting:** A grade of A+ – E- will be recorded on term reports.

For further information please check the SACE Board Website

<https://www.sace.sa.edu.au/learning/subjects>