

# Prescott College Southern Year 11 & 12 Curriculum Handbook



because your child matters.....

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## INTRODUCTION

The Year 11 & 12 Handbook 2016 has been prepared to acquaint students and parents with the Year 11 & 12 subjects available for study at Prescott College Southern. This Handbook is also available on SEQTA.

The Year 11 & 12 curriculum is a study of the South Australian Certificate of Education – also known as the SACE. Students will study a variety of subjects over the next two years as they prepare for the world after school – which will involve university, TAFE or other types of training, career, and community life and work.

Prescott College Southern aims to offer for its students a curriculum with a range of subjects catering for a varied cohort of students. We make every effort to accommodate the subject choices of each student; however it must be noted that:

- subject pre-requisites must be met in some courses
- a subject class will only run if there are sufficient students to make it viable
- some subjects may be taught at the same time in the timetable and therefore, in a small number of cases, the choice of subjects may be restricted.

Please also be aware that the printing of this handbook has taken place midway through 2015 and is accurate at the time of printing. The subjects offered and some course details may change as we become aware of particular student needs, or as we are notified of changes by outside curriculum agencies (e.g. the SACE Board).

We hope that the information in this handbook will help students make informed choices concerning their study pathways at Prescott College Southern.

**Christine Clark**

*(Principal)*



## Content

Introduction .....	2
Contents .....	3
The South Australian Certificate of Education (SACE) .....	4
Subject Selection .....	5
Expectations of Senior Secondary Students .....	5
University Pathway Options .....	6
Australian Tertiary Admissions Rank (ATAR) .....	7
Eligibility .....	7
Competitiveness .....	7
Calculating the University Aggregate .....	7
Precluded Combinations and Counting Restrictions.....	8
Scaling.....	8
Converting the University Aggregate to an ATAR .....	9
Reporting the University Aggregate and ATAR .....	9
Prerequisites.....	9
Assumed Knowledge .....	10
Bonus Schemes.....	10
Pathways to University without SACE .....	10
TAFE Pathways Options .....	11
Qualifying for Entrance to TAFE under SACE.....	12
Apprenticeship Pathways Options.....	13
SACE to employment.....	14
Students who leave prior to the completion of SACE.....	14
Pathways back to SACE.....	15
Commonly Used Acronyms and Websites .....	15
Stage 1 Year 11 Subject Options.....	16
Stage 2 Year 12 Subject Options.....	30



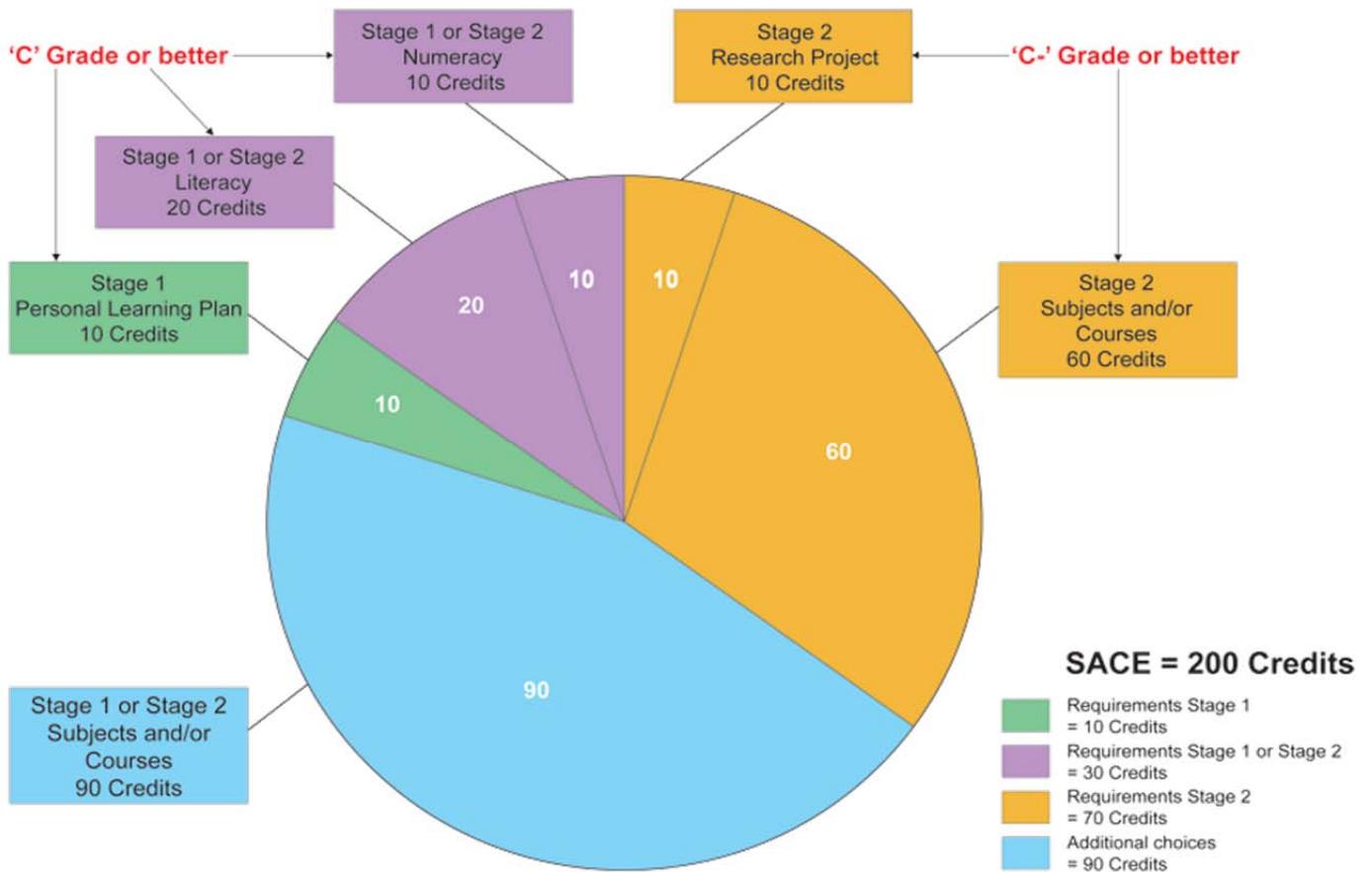
## THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 & 12). The SACE has recently been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE certificate will help students develop the skills and knowledge needed to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce. The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE. Students usually complete their SACE over 2 years, but may take longer.

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students will achieve a grade of A to E for each of their Stage 1 SACE subjects and A+ to E- for Stage 2 subjects.

Every student at Prescott College Southern will be supported to achieve the SACE as it is a requirement for entrance to university, many TAFE courses, and other training. In addition, employers regard SACE achievement as an indicator of a student’s ability to communicate well, get along with others, and take initiative in life, study and work.

The following table outlines the Compulsory Subjects for SACE.



## SUBJECT SELECTION

It is important in Senior School that the pattern of study chosen by a student is suitable to their academic ability, individual needs and future goals. As such we ask that careful consideration is given to the following questions:

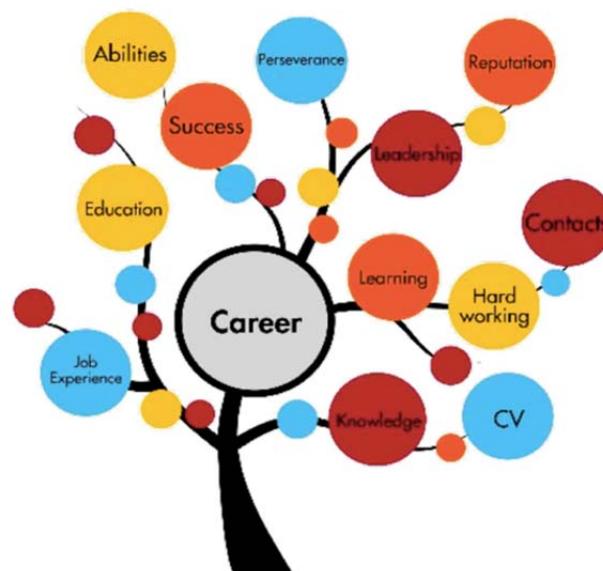
- What are the future goals of a student? University? TAFE? Apprenticeship?
- Have you checked any prerequisite requirements in regard to their entry to University, TAFE or Apprenticeships?
- What are the areas of interest and ability of a student? Particular subjects, particular learning situations e.g. practical and theoretical, particular assessments types e.g. research assignments and examinations
- Do the student's academic goals and abilities match?
- Has the student chosen subjects in Years 10 and 11 to develop the correct skills for future subjects?
- Has the student carefully considered their subject teachers advice and recommendation?

Once subjects have been selected students need to start attuning themselves to the need to make maximum use of time, both at school and home. Many people are available to give help and support to students but, in the end, success depends on the students themselves. High levels of motivation, satisfaction, determination and resilience are key indicators to success. Being realistic and choosing a course or career within your capabilities may be the key to future success.

## EXPECTATIONS OF SENIOR SECONDARY STUDENTS

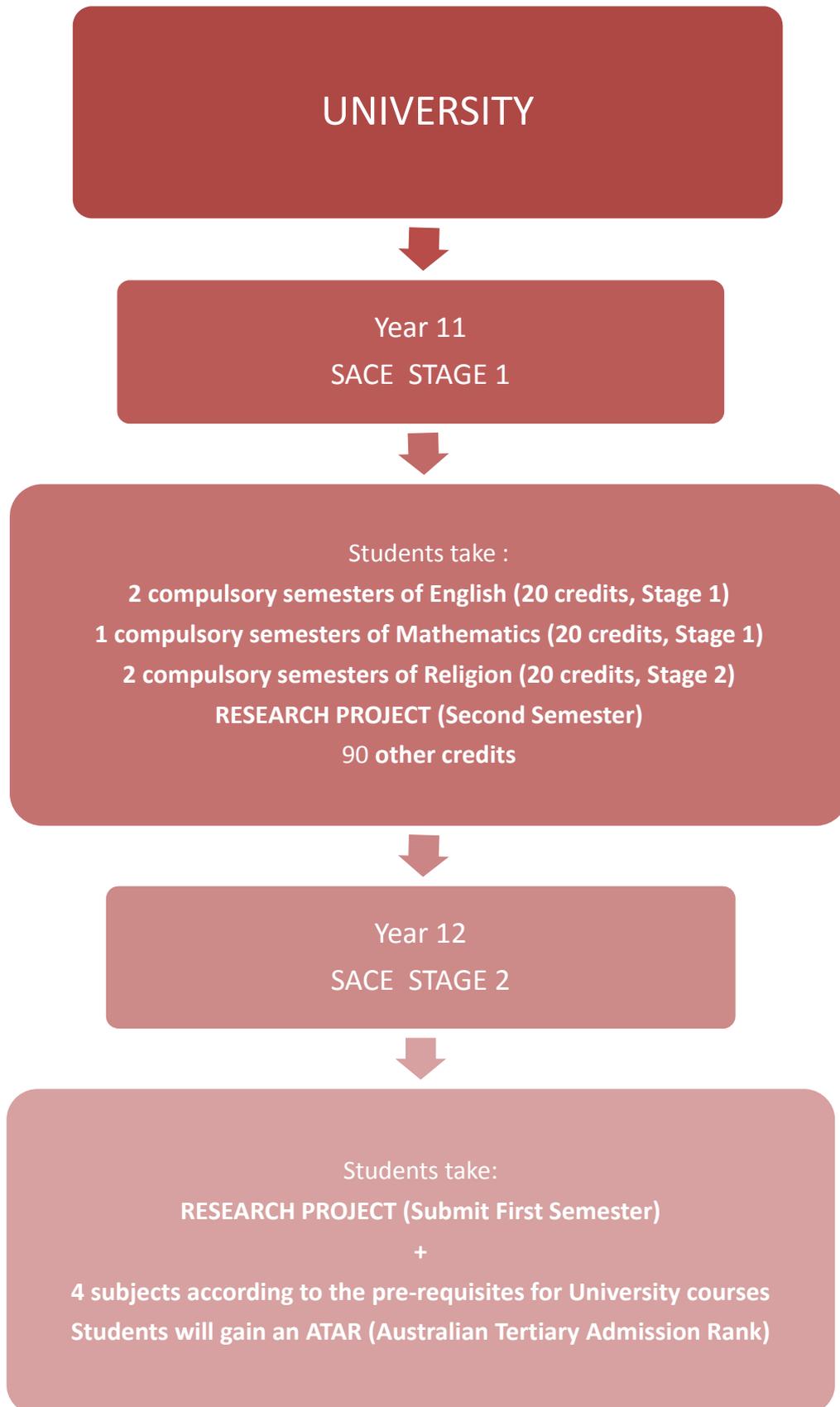
By the senior school, students are expected to be:

- Personally involved in selecting the course that suits them best
- Self-reliant and organised with their time
- Actively engaged in the learning process
- Responsible for their own learning and any additional courses or training
- Able to work independently and cooperatively in and beyond school
- Effective in home study – a minimum of 15-20hrs per week, and more closer to exams
- Pursuing their own special interests within and beyond the school context
- Accepting roles as school leaders
- Balancing their lifestyles so that education is a high priority





## UNIVERSITY PATHWAY OPTIONS





## AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

Selection into university courses is based on both eligibility and rank. Eligibility allows the student to be considered for selection; rank determines whether the student is competitive enough to be selected.

### Eligibility

To be eligible for selection into a university course/program the student must:

- qualify for the SACE;
- obtain an Australian Tertiary Admission Rank (ATAR);
- meet any prerequisite subject requirements for the course/program.

### Competitiveness

A student’s competitiveness in relation to other applicants is based on their ATAR which is a rank given to students on a range from 0 to 99.95. A student’s ATAR is calculated from their university aggregate.

To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) a student must:

- qualify for the SACE;
- comply with the rules regarding precluded combinations;
- comply with the rules regarding counting restrictions;
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 from a maximum of three attempts;
- include in these 90 credits
  - a minimum of 60 credits must be 20 credit TAS;
  - a maximum of 20 credits can be Recognised Studies.

### Calculating the University Aggregate

The university aggregate is calculated from scaled scores. These are the numeric measures of a student’s performance in TAS which are derived from their grades, and are reported to them out of 20.0 for 20 credit subjects and out of 10.0 for 10 credit subjects. Please note that if the student does not attempt the publicly assessed component of a TAS (e.g. an examination or final recital), the student will be given a scaled score of 0.0.

How your university aggregate is calculated		
<b>60</b> Three 20 credit scores		<b>30</b> Final 30 credits - flexible option
Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.  Normally, 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same subject area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs. Such subjects are identified in the table on pages 49 – 67.		Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from: <ul style="list-style-type: none"> <li>&gt; the scaled score of a 20 credit TAS;</li> <li>&gt; half the scaled score of one or more 20 credit TAS;</li> <li>&gt; the scaled score of one or more 10 credit TAS;</li> <li>&gt; scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.</li> </ul>
<b>Your university aggregate is the best possible score calculated from the above</b>		

The university aggregate in 2016 will be calculated from the student's best scaled scores from a maximum of three attempts, and from the following:

The calculation of the university aggregate is subject to **precluded combination** and **counting restriction** rules. Subjects with scaled scores of 0.0 can be used in the calculation of the university aggregate.

The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

## Precluded Combinations and Counting Restrictions

For students who require an ATAR, the following subjects may **not** be studied together:

English Studies	&	English Communications, or English Pathways
English Communications	&	English Studies, or English Pathways
English Pathways	&	English Studies, or English Communications

Systems & Control Products	&	Material Products
<i>NB: No more than 20 credits from Systems &amp; Control Products and Material Products may be counted towards an ATAR</i>		

Mathematical Studies	&	Mathematical Applications
<i>NB: No more than 40 credits of Mathematics subjects may be counted towards an ATAR</i>		

<i>NB: No more than 20 credits of Cross Disciplinary and Integrated Learning subjects may be counted towards an ATAR</i>		
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## Scaling

Scaling is a mathematical process which provides a basis for comparing performance in Stage 2 subjects which have different objectives, content and assessment practices.

- They come from the assessment results used by the SACE Board – the final grades.
- They enable the results from different subjects to be directly compared.
- They contribute to the aggregate and ATAR.
- They enable students who have done completely different SACE study patterns to be directly compared in the selection process for entry to University and TAFE SA courses.

## Converting the University Aggregate to an ATAR

The university aggregate is converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students. It is calculated as follows:

- The group of students who have qualified for a university aggregate in each year is called the cohort for that year.
- For each university aggregate score (in the range 0-90.0) obtained by the students in this cohort, the percentage of students who obtained that score or better is calculated. This is known as calculating the percentile distribution.
- Each score in the range 0-90.0 now has a corresponding percentile rank in the range 0-100. For example, if a score of 80.4 or better out of 90.0 has been obtained by 10% of the cohort, the score of 80.4 will correspond to a percentile rank of 90.0 (100 – 10).
- The cohort in a given year may differ from that of other years in that it may represent a smaller or larger percentage of the population of the same age group. The percentage from the given year is known as the participation rate. It is calculated using population statistics obtained from the Australian Bureau of Statistics and measuring these against the size of the cohort. If an allowance were not made for this, the final ATAR would not be comparable from one year to the next.
- The percentile rank is then adjusted to take account of the participation rate and the result is the ATAR.

When the calculations are completed, a student's relative position on the ATAR range is unchanged from the student's relative position on the university aggregate range.

It is important to remember that a rank is not a score and an ATAR cannot be calculated arithmetically from a university aggregate.

## Reporting the University Aggregate and ATAR

The university aggregate is reported to students on a score range of 0-90.0 with intervals of 0.1. The ATAR is reported to students on a percentile scale, i.e. on a range 0-99.95 with intervals of 0.05. The university aggregate and ATAR are reported only to students who qualify for the SACE or NTCET.

## Prerequisites

Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard in order to be eligible for selection into the course/program. These subjects are known as prerequisites.

In order to fulfil a prerequisite subject requirement, a student must obtain a minimum grade of C- or better. The grade is used (rather than the scaled score) because the course/program administrators are interested in how well the student performed in the subject itself as measured against the learning requirements of the Subject Outline.

Since prerequisites are used to determine eligibility, not rank, they do not have to contribute to the university aggregate.

## Assumed Knowledge

Many university courses/programs recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects or have an identified skill which will enhance the student's understanding of the course/program content. This is known as assumed knowledge.

Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses/programs. Statements of assumed knowledge are intended purely to assist students in understanding course/program content and to allow them to make subject choices which may be of benefit to them in their future tertiary studies.

## Bonus Schemes

The three South Australian universities, Flinders University, The University of Adelaide and the University of South Australia, are replacing all existing equity and subject bonus schemes with two new bonus schemes. The new schemes will come in to operation for students studying year 12 in 2015 who apply for entry to studies commencing in the 2016 university academic year.

The two new schemes are the SA Universities Equity Scheme and the SA Language, Literacy and Mathematics Bonus Scheme.

The new schemes will be administered by SATAC based on rules provided by the universities.

Any bonuses applied by the universities will continue to be added to the university aggregate from which Selection Ranks are calculated. The SA Universities Equity Scheme awards 5 bonus points for eligible students, and the SA Language, Literacy and Mathematics Bonus Scheme awards 2 or 4 points for eligible students. An individual student can receive a maximum of 9 bonus points under both schemes.

## Pathways to University without SACE

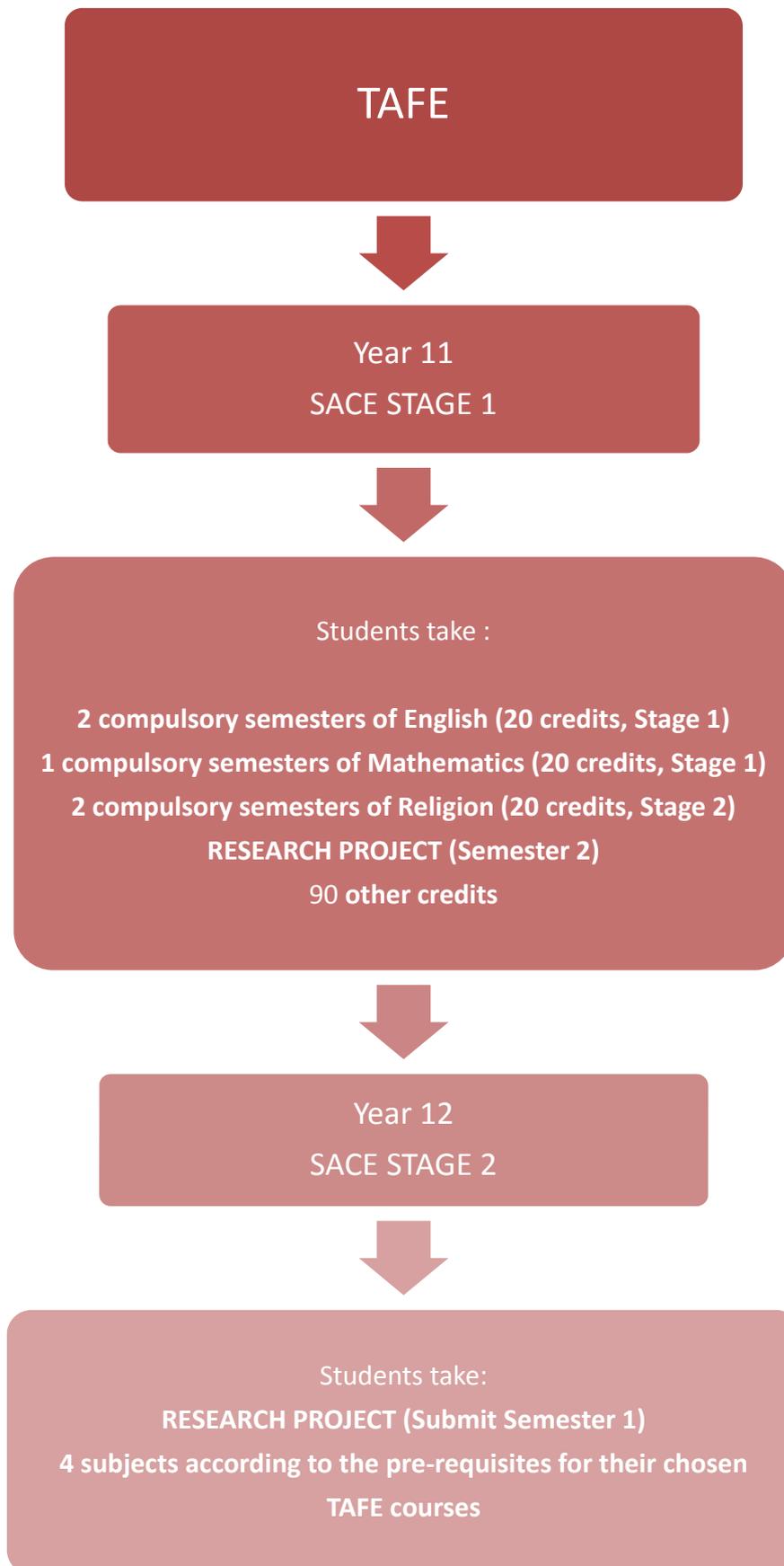
Students in this category, once 18 years of age, may be able to sit for a STAT test and apply for specific University Programs/Courses depending on their result. Some courses and programs will also take into account personal competencies and/or employment experience. The SATAC Guide ([www.satac.edu.au](http://www.satac.edu.au)) has further information. The South Australian universities may also offer foundation courses which can prepare prospective students for university study.

Finally, there are well defined pathways from TAFE Courses to University Courses. These are specific to the relevant courses and programs and further information should be obtained from the relevant institution.

Because of the changing nature of entry requirements all students and parents are advised to familiarise themselves with the **Tertiary Entrance Booklet 2016, 2017, 2018** issued by the South Australian Tertiary Admissions Centre. These booklets are available from Course Counsellors, at all Senior School Parent Evenings & the SATAC website - [www.satac.edu.au](http://www.satac.edu.au).



## TAFE PATHWAY OPTIONS





## Qualifying for Entrance to TAFE under SACE

The TAFE SA Course Admission Requirements (CAR) are reviewed each year but will continue to recognise SACE completion.

TAFE SA Certificate II and higher courses have Minimum Entry Requirements (MER) which all applicants must meet in order to be eligible for selection. Minimum Entry Requirements differ according to the level of the TAFE SA course concerned.

There are no Minimum Entry Requirements for Certificate I level courses.

### Minimum Entry Requirements for Certificate II level courses are:

Meet a literacy standard by the successful completion of 20 credits of Stage 1 English or equivalent  
Meet a numeracy standard by the successful completion of 10 credits of Stage 1 Mathematics or equivalent.

**OR**  
Satisfactory achievement in the TAFE SA Assessment of Basic Skills (TABS) or satisfactory achievement in Special Tertiary Admissions Test (STAT).

### Minimum Entry Requirements for Certificate III level courses are:

Satisfactory completion of the SACE

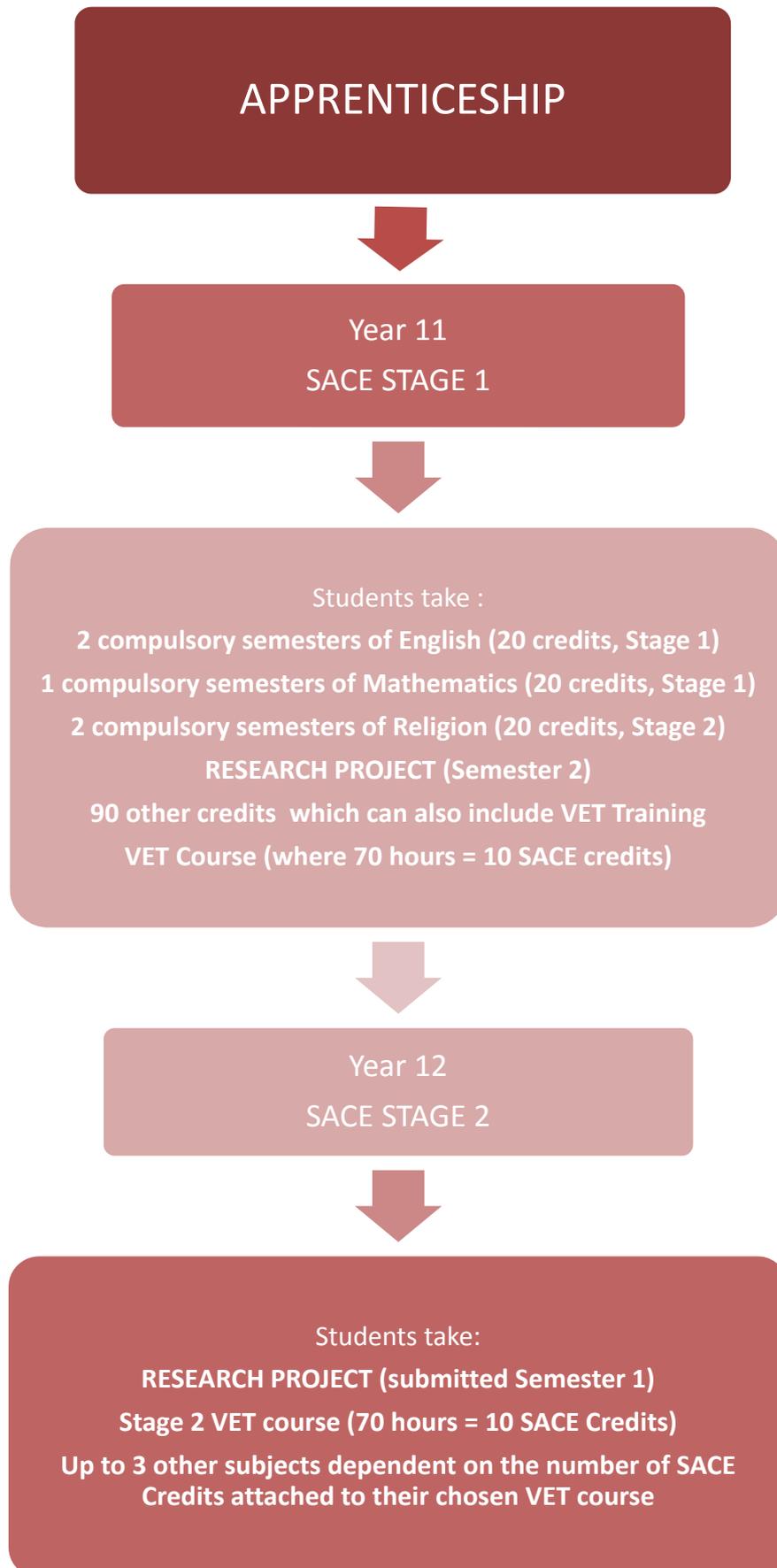
**OR**  
Completed Certificate II or higher

**OR**  
Satisfactory achievement in the TAFE SA Assessment of Basic Skills (TABS) or satisfactory achievement in Special Tertiary Admissions Test (STAT).

Selection into TAFE is based on merit, where there are more eligible applicants for a TAFE SA course than places available, applicants are ranked in order of merit and selected accordingly. More details are available from the Careers Office or at the following website: [www.tafesa.gov.au](http://www.tafesa.gov.au)



## APPRENTICESHIP PATHWAY OPTIONS



## Students Aiming for an Apprenticeship/Traineeship

If students are aiming for an apprenticeship/traineeship they will need to check requirements with the major employers or group training organisations available via the internet or direct contact.

Things to check include:

- amount of work experience desired;
- preferred Year 11 & 12 subjects, especially those with a vocational orientation;
- preferred TAFE/VET qualifications;
- other requirements, i.e. colour vision, portfolio, typing speed, etc.;
- TAFE requirements for studies associated with the apprenticeship.

Students pursuing this pathway may want to engage in VET studies whilst completing their SACE. This credit may mean less time that the employer has to release you for associated study days. It may be useful in winning that apprenticeship offer.

Students who are unable to secure an apprenticeship straight from school may apply for a position in a Pre-Vocational Certificate Course usually offered through TAFE. Direct application to SATAC is required. These courses are aimed at helping you improve your chances for gaining an apprenticeship. There are also opportunities for students in school based traineeships/apprenticeships in some industries. Generally, this is arranged by the student and/or employer. The school is able to assist with the appropriate recognition of competencies within SACE.

## SACE TO EMPLOYMENT

The SACE is achievable for all students and there are many benefits to formally completing your Secondary Education. Some students complete their SACE even though the entry requirement for a particular course, training program or job does not require it.

If a potential course provider or employer will not keep a position on hold until you have completed your studies, then you will need to carefully weigh up the option of completing SACE. Consequently, students should give thought to completing subjects with a vocational orientation.

Some students will complete their SACE, make no application for tertiary courses but seek employment. These students need to be organised, focused, obtain good comments on reports, and select suitable subjects in Years 11 & 12. Students in this group are usually advised to undertake full year Mathematics and English courses to keep their options open. They should also be undertaking holiday blocks of Work Experience to add substance to their Resume and improve their employability.

## STUDENTS WHO LEAVE PRIOR TO THE COMPLETION OF SACE

In South Australia we now have a Compulsory Education Age which came into effect from January 1 2009. This law requires all 16 year olds to be in full-time education or training until they achieve a qualification or until they turn 17.

Some students will not achieve the SACE because they leave before completing the requirements. Students may choose this pathway because they have been offered a sound employment/training option.

## PATHWAYS BACK TO SACE

Students can complete their SACE over any number of years. In addition, an Australian Tertiary Admissions Rank (ATAR) is calculated after three attempts which need not be in consecutive years. The subjects used for the ATAR calculation do not have to be studied in consecutive years. Whilst some students leave prior to completion of their SACE, they may return at a later date to fulfil the missing requirements for SACE completion.

## COMMONLY USED ACRONYMS

**SACE:** South Australian Certificate of Education  
**VET:** Vocational Education and Training  
**SATAC:** South Australian Tertiary Admissions Centre  
**TAFE:** Technical and Further Education  
**ATAR:** Australian Territory Admissions Rank  
**TAS:** Tertiary Admissions Subjects

## USEFUL WEBSITES

SACE Board	<a href="http://www.sace.sa.edu.au">www.sace.sa.edu.au</a>
SATAC	<a href="http://www.satac.edu.au">www.satac.edu.au</a>
Adelaide University	<a href="http://www.adelaide.edu.au">www.adelaide.edu.au</a>
Flinders University	<a href="http://www.flinders.edu.au">www.flinders.edu.au</a>
Uni SA	<a href="http://www.unisa.edu.au">www.unisa.edu.au</a>
Charles Darwin University	<a href="http://www.cdu.edu.au">www.cdu.edu.au</a>
TAFE SA	<a href="http://www.tafe.sa.edu.au">www.tafe.sa.edu.au</a>
My Future Website	<a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a>



***STAGE 1***  
***YEAR 11***  
***SUBJECT OPTIONS***



## COMPULSORY SUBJECTS

### ENGLISH or ESSENTIAL ENGLISH

#### ENGLISH

##### Duration of Course

Full year (20 credits)

##### Pre-requisites

Successful completion of Year 10 English studies

##### Subject Description

In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal. Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

##### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 English through the following assessment types:

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

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

#### ESSENTIAL ENGLISH

##### Duration of Course

Full year (20 credits)

##### Pre-requisites

Nil

##### Subject Description

In Essentials English 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. Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

##### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Literacy for Work and Community Life through the following assessment types:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.



## MATHEMATICS or GENERAL MATHEMATICS or ESSENTIAL MATHEMATICS

### **MATHEMATICS**

#### **Duration of Course**

Full year (20 credits)

#### **Pre-requisites**

Successful completion of Year 10 level Mathematics

#### **Subject Description**

In the study of Mathematics students develop 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. Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

#### **Assessment**

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Mathematics through the following assessment types:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigations

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

### **GENERAL MATHEMATICS**

#### **Duration of Course**

Full year (20 credits)

#### **Pre-requisites**

Nil

#### **Subject Description**

In the study of General Mathematics students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. Topics studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, and the statistical investigation process, modelling using linear functions. In this subject there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically. Stage 1 General Mathematics provides the foundation for Stage 2 General Mathematics. Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

#### **Assessment**

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 English through the following assessment types:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigations

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.



## ESSENTIAL MATHEMATICS

### Duration of Course

One semester (10 credits)

### Pre-requisites

Nil

### Subject Description

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

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 English through the following assessment types:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.



## **RESEARCH PROJECT A (STAGE 2) or RESEARCH PROJECT B (STAGE 2)**

*\*Please note: Research Project A is not a Tertiary Admissions Subject. Research Project B may contribute to a student's Australian Tertiary Admissions Rank (ATAR).*

### **RESEARCH PROJECT A**

#### **Duration of Course**

Two Semesters (10 credit Stage 2)

*\*Please note that this subject will be completed and resulted in year 12.*

#### **Subject Description**

In the Research Project, students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. Students who complete 20 credits of this subject with a C- grade or better will meet the literacy requirement of the SACE.

#### **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Research Project A:

##### **School Assessment (70%)**

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Research Outcome (40%)

##### **External Assessment (30%)**

- Assessment Type 3: Review (30%).

### **RESEARCH PROJECT B**

#### **Duration of Course**

Two Semesters (10 credit Stage 2)

*\*Please note that this subject will be completed and resulted in year 12.*

#### **Subject Description**

In the Research Project, students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. Students who complete 20 credits of this subject with a C- grade or better will meet the literacy requirement of the SACE.

#### **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Research Project B:

##### **School Assessment (70%)**

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Research Outcome (40%)

##### **External Assessment (30%)**

- Assessment Type 3: Evaluation (30%).



## **RELIGION STUDIES (STAGE 2) or INTEGRATED LEARNING: RELIGION (STAGE 2)**

### **RELIGION STUDIES**

#### **Duration of Course**

Full year (20 credits)

*\*Please note that this subject will be completed and resulted in year 12.*

#### **Subject Description**

In Religion Studies students focus on an aspect of religion or spirituality within and across traditions, and explore the religious basis of an ethical or social justice issue. They gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion and spirituality as something living and dynamic, and the ways in which people think, feel and act because of their religious beliefs.

#### **Assessment**

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 2 Religion Studies through the following assessment types:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Issues Investigation
- Assessment Type 3: Reflection

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

### **INTEGRATED STUDIES: RELIGION**

#### **Duration of Course**

Full year (20 credits)

*\*Please note that this subject will be completed and resulted in year 12.*

#### **Subject Description**

In Integrated Studies: Religion students focus on a value of religion or spirituality and develop and implement a practical task showing an understanding of a Social Justice topic. The subject aims to further develop their social and ethical knowledge and gain an understanding of the complexities around the chosen social issue and look at ways to improve the outcomes of society around these issues.

#### **Assessment**

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 2 Integrated Learning: Religion through the following assessment types:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Folio and Discussion
- Assessment Type 3: Project

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.



## ELECTIVE SUBJECTS

### BIOLOGY

#### Duration of Course

Full year (20 credits)

#### Pre-requisites

Successful completion of Year 10 level Science

#### Subject Description

In Biology students learn about the cellular structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, society, and the environment. Students design, conduct, and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

#### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Biology through the following assessment types:

- Assessment Type 1: Practical Investigations
- Assessment Type 2: Folio Investigation
- Assessment Type 3: Skills and Application.

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

### BUSINESS AND ENTERPRISE

#### Duration of Course

One semester (10 credits)

#### Subject Description

In Business and Enterprise students learn about the successful management of business and enterprise in personal, business, and social contexts, on a local, national, and global scale. They gain knowledge and understanding of business operations, develop financial and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. Students assess the impact and effects of business, enterprise, and technology on the economy, environment, and the well-being and lifestyle of individuals and communities.

#### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Business and Enterprise through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Issues Study

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.



## CHEMISTRY

### Duration of Course

Full year (20 credits)

### Pre-requisites

Successful Completion of Year 10 level Science

### Subject Description

In Chemistry students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. They undertake a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. They develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Chemistry through the following assessment types:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

## CHILD STUDIES

### Duration of Course

One semester (10 credits)

### Subject Description

In Child Studies students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Child Studies through the following assessment types:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.



## CREATIVE ARTS

### Duration of Course

One semester (10 credits) or full year (20 credits)

### Subject Description

In Creative Arts students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Creative Arts through the following assessment types:

- Assessment Type 1: Product
- Assessment Type 2: Folio

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

## MATERIAL PRODUCTS (WOOD)

### Duration of Course

One semester (10 credits) or full year (20 credits)

### Pre-requisites

Successful completion of Year 10 Design and Technology (Wood)

### Subject Description

In Material Products (Wood) students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Design and Technology – Material Products through the following assessment types:

- Assessment Type 1: Skills and Application Tasks
- Assessment Type 2: Folio
- Assessment Type 3: Product

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.



## SYSTEMS AND CONTROL PRODUCTS (MECHANICAL)

### Duration of Course

One semester (10 credits) or full year (20 credits)

### Pre-requisites

Successful completion of Year 10 Small Engines

### Subject Description

In Systems and Control Products (Mechanical) students develop the ability to initiate, create and develop products in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use electrical, electronic, mechanical, pneumatic, and hydraulic devices.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Design and Technology – Systems and Control Products through the following assessment types:

- Assessment Type 1: Skills and Application Tasks
- Assessment Type 2: Folio
- Assessment Type 3: Product

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

## DRAMA

### Duration of Course

Semester 1 only (10 credits) or full year (20 credits)

### Subject Description

In Drama students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Drama through the following assessment types:

- Assessment Type 1: Performance
- Assessment Type 2: Folio
- Assessment Type 3: Investigation and Presentation

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.



## FOOD AND HOSPITALITY

### Duration of Course

One semester (10 credits) or full year (20 credits)

### Subject Description

In Food and Hospitality students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Food and Hospitality through the following assessment types:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

## MODERN HISTORY

### Duration of Course

One semester (10 credits)

### Subject Description

The study of History gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 History through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Sources Analysis
- Assessment Type 3: Investigation

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.



## INFORMATION PROCESSING AND PUBLISHING

### Duration of Course

One semester (10 credits)

### Subject Description

In Information Processing and Publishing 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.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Information Processing and Publishing through the following assessment types:

- Assessment Type 1: Practical Skills
- Assessment Type 2: Product and Documentation
- Assessment Type 3: Issues Analysis

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

## OUTDOOR EDUCATION

### Duration of Course

One semester (10 credits)

### Subject Description

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Outdoor Education through the following assessment types:

- Assessment Type 1: Practical
- Assessment Type 2: Folio
- Assessment Type 3: Report

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.



## PHYSICAL EDUCATION

### Duration of Course

One semester (10 credits) or full year (20 credits)

### Subject Description

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. They explore their own physical capacities and analyse performance, health, and lifestyle issues. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Physical Education through the following assessment types:

- Assessment Type 1: Practical
- Assessment Type 2: Folio

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

## PHYSICS

### Duration of Course

Full year (20 credits)

### Pre-requisites

Successful Completion of Year 10 level Science

### Subject Description

The study of physics enables students to understand and appreciate the world around them. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. They gather evidence from experiments and research and acquire new knowledge through their own investigations.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Physics through the following assessment types:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.



## PSYCHOLOGY

### Duration of Course

One semester (10 credits)

### Subject Description

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Psychology through the following assessment types:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

## VISUAL ARTS (ART)

### Duration of Course

One semester (10 credits)

### Subject Description

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavor. 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.

By analysing other practitioners' works of art students gain knowledge and understanding of their styles, concepts, content, forms, and conventions, and learn to respond to these works in informed ways. A range of approaches to the interpretation of works of art or design from different cultures and contexts is used to explore the messages and meanings that these works communicate.

### Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Visual Arts through the following assessment types:

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

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.



***STAGE 2***  
***YEAR 12***  
***SUBJECT OPTIONS***



## BIOLOGY

**Duration of Course – 2 Semesters (20 Credits)**

### Pre Requisites

Successful completion of Stage 1 Biology (full year)

### Subject Description

In Biology students learn about the cellular structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, society, and the environment. Students design, conduct, and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

### Content

The Stage 2 Biology subject outline is organized around the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems

The themes are arranged as a hierarchy. Each theme is divided into the following six threads:

- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness

### Assessment

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

#### School Based Assessment (70%)

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

#### External Assessment (30%)

- Assessment Type 3: Examination (30%)
- Students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- at least three practical investigations and at least one issues investigation for the folio;
  - at least three skills and applications tasks
  - one external examination.

## BUSINESS AND ENTERPRISE

**Duration of Course – 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Business and Enterprise (at least 1 semester)

### Subject Description

In Business and Enterprise students learn about the successful management of business and enterprise in personal, business, and social contexts, on a local, national, and global scale. They gain knowledge and understanding of business operations, develop financial and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. Students assess the impact and effects of business, enterprise, and technology on the economy, environment, and the well-being and lifestyle of individuals and communities.

### Content

Stage 2 Business and Enterprise provides students with the opportunity to undertake a theoretical and/or practical application of business practice. It consists of one core topic and a choice of two option topics.

The core topic provides knowledge and understanding of business concepts and techniques and the functions and processes of business organisations.

Core Topic: The Business Environment

Option Topics:

- People, Business and Work
- Business and the Global Environment
- Business and Finance
- Business, Law and Government
- Business and Technology
- Business and Marketing
- Business Research Task/Practical Application



## BUSINESS AND ENTERPRISE (cont.)

### Assessment

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

#### School –based Assessment (70%)

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (20%)
- Assessment Type 3: Issues Study (20%)

#### External Assessment (30%)

- Assessment Type 4: Report (30%)

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

- four to six assessments for the folio
- one issues to study
- two practicals
- one report

## CHEMISTRY

Duration of course – 2 Semesters (20 credits)

### Pre Requisites

Successful completion of Stage 1 Chemistry (Full year)

### Subject Description

In Chemistry students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. They undertake a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. They develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

### Content

Chemistry is organized so that each intended student learning is related to a key idea or concept. Within the study of these chemical ideas and concepts students develop their chemistry investigation skills through practical investigations and other learning activities.

Topic 1: Elemental and Environmental Chemistry

Topic 2: Analytical Techniques

Topic 3: Using and Controlling Reactions

Topic 4: Organic and Biological Chemistry

Topic 5: Materials

### Assessment

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

#### School-based Assessment (70%)

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

#### External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- at least three practical investigations and at least one issues investigation for the investigations folio
- at least three skills and applications tasks
- one examination



## CHILD STUDIES

**Duration of Course – 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Child Studies

### Subject Description

In Child Studies students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

### Content

There are five areas of study in Stage 2 Child Studies:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

### Assessment

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

#### School-based Assessment (70%)

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

#### External Assessment (30%)

- Assessment Type 3: Investigation (30%)

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

- at least four practical activities
- at least one group activity
- one investigation

## CREATIVE ARTS

**Duration of Course – 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Creative Arts or Visual Arts (at least 1 semester)

### Subject Description

In Creative Arts students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

### Content

Teachers develop a teaching and learning program based on the following four areas of study:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

### Assessment

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

#### School-based Assessment (70%)

- Assessment Type 1: Product (50%)
- Assessment Type 2: Investigation (20%)

#### External Assessment (30%)

- Assessment Type 3: Practical Skills (30%).

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

- develop and present two creative arts products
- undertake two investigations
- undertake one practical skills assessment.



## DRAMA

**Duration of Course – 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Drama (at least 1 semester)

### Subject Description

In Drama students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

### Content

Teachers develop a teaching and learning program based on the following four areas of study:

- Group Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works.

### Assessment

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

#### School-based assessment (70%)

- Assessment Type 1: Group Presentation (20%)
- Assessment Type 2: Folio (30%)
- Assessment Type 3: Interpretative Study (20%)

#### External Assessment (30%)

- Assessment Type 4: Performance (30%)

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

- one group presentation
- one report and at least two reviews for the folio
- one interpretative study
- one group performance or individual study

## ENGLISH COMMUNICATIONS

**Duration of Course - 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 English

### Subject Description

English Communications 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 communication 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 contexts.

### Content

Teachers develop a teaching and learning program based on the following three areas of study:

- Analysis of Texts - film, literature, drama performance, media
- Production of texts - exposition, creative writing, reports, media
- Communication of Texts – comparative analysis and production

### Assessment

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

#### School-based Assessment (70%)

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

#### External Assessment (30%)

- Assessment Type 4: Folio (30%).

Students provide evidence of their learning through 10 assessments, including the external assessment component.

Students undertake:

- three responses for text analysis - two written and one oral
- three assessments for text production - combination of written and oral and one timed written assessment



## ENGLISH COMMUNICATIONS (cont.)

### External Assessment (30%)

- one comparative piece on one of five categories of communication and one practical application, for the communication study
- one response to an example of communication and produce one text and an accompanying writer's statement

## ENGLISH STUDIES

### Duration of Course - 2 Semesters (20 credits)

#### Pre Requisites

Successful Completion of Stage 1 English to a B level

#### Subject Description

In English Studies students analytically read a range of extended texts and a number of shorter texts from past, contemporary, and everyday contexts. They focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments

#### Content

Teachers develop a teaching and learning program based on the following two areas of study:

- Text Study
- Text Production Study.

#### Assessment

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

#### School-based Assessment (70%)

- Assessment Type 1: Shared Studies (30%)
- Assessment Type 2: Individual Study (20%)
- Assessment Type 3: Text Production (20%)

#### External Assessment (30%)

- Assessment Type 4: Examination (30%)

Students provide evidence of their learning through 10 to 12 assessments, including the external assessment component. Students undertake:

- four to six responses to shared studies
- one critical essay for the individual study
- two written texts and two oral texts for text production
- one examination.



## FOOD AND HOSPITALITY

**Duration of Course - 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Food and Hospitality (at least 1 semester)

### Subject Description

In Food and Hospitality students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

### Content

There are five areas of study in Stage 2 Food and Hospitality:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

### Assessment

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

#### School-based Assessment (70%)

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

#### External Assessment (30%)

- Assessment Type 3: Investigation (30%)

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

- at least four practical activities
- at least one group activity
- one investigation.

## INFORMATION PROCESSING AND PUBLISHING

**Duration of Course - 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Business and Enterprise (at least 1 semester)

### Subject Description

In Information Processing and Publishing 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.

### Content

IPP consists of the following two focus areas:

- Desktop Publishing
- Electronic Publishing

Each focus area includes a practical skills section. The practical skills sections focus on using the design process in a variety of applications to complete specified text-based information-processing or publishing tasks.

### Assessment

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

#### School Assessment (70%)

- Assessment Type 1: Practical Skills (40%)
- Assessment Type 2: Issues Analysis (30%)

#### External Assessment (30%)

- Assessment Type 3: Product and Documentation (30%).

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

- at least five practical skills assessments
- one or two issues analysis assessments and one technical and operational understanding assessment
- one product and documentation assessment.



## MATERIAL PRODUCTS (WOOD)

**Duration of Course - 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Material Products - Wood (at least 1 semester)

### Subject Description

In Material Products (Wood) students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

### Content

This focus area of design and technology involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students produce outcomes that demonstrate the knowledge and skills associated with wood.

### Assessment

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

#### School-based Assessment

- Assessment Type 1: Skills and Applications Tasks (20%)
- Assessment Type 2: Product (50%)

#### External Assessment

- Assessment Type 3: Folio (30%)

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

- three or four skills and applications tasks
- two products
- two assessments for the folio.

## MATHEMATICAL APPLICATIONS

**Duration of Course - 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Mathematical Applications (At least 1 semester)

### Subject Description

Mathematical Applications enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. They experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from realistic contexts.

### Content

Stage 2 Mathematical Applications is divided into seven topics. For a 20 credit subject, students undertake four of the topics listed below. Each topic should have equal weighting.

- Topic 1: Applied Geometry
- Topic 2: Investment and Loans
- Topic 3: Mathematics and Small Business
- Topic 4: Matrices
- Topic 5: Optimisation
- Topic 6: Share Investments
- Topic 7: Statistics and Working with Data

### Assessment

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

#### School-based Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (30%)
- Assessment Type 2: Folio (40%)

#### External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through 10 assessments, including the external assessment component. Students undertake:

- six skills and applications tasks
- three folios
- an examinations at the end of the year.



## MATHEMATICAL STUDIES

**Duration of Course - 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Mathematics

### Subject Description

In Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. They understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

### Content

Stage 2 Mathematical Studies consists of the following three topics and each topic consists of a number of subtopics:

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

### Assessment

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

#### School-based Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (45%)
- Assessment Type 2: Folio (25%)

#### External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- at least six skills and applications tasks
- at least two investigations for the folio
- one examination.

## MODERN HISTORY

**Duration of Course - 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 History

### Subject Description

In History the study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

### Content

Stage 2 Modern History consists of:

- A Thematic Study: Revolutions and Turmoil
- A Depth Study: An Age of Catastrophes: Depression, Dictators and the Second World War, c. 1929–45
- An Independent Essay.

The topic for enquiry for the essay may be developed from any of the 11 topics available for study in the subject or from any other area of interest relevant to modern history since c. 1500.

### Assessment

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

#### School-based Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Essay (20%)

#### External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- six to eight assessments for the folio (50%)
- one essay of 2000 words (20%)
- one examination. (30%)



## OUTDOOR EDUCATION

**Duration of Course - 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Outdoor Education

### Subject Description

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.

### Content

Outdoor Education consists of the following six topics:

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self-reliant Expedition.

### Assessment

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

#### School Assessment (70%)

- Assessment Type 1: Folio (20%)
- Assessment Type 2: Group Practical (30%)
- Assessment Type 3: Self-reliant Practical (20%)

#### External Assessment (30%)

- Assessment Type 4: Investigation (30%). Students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
  - at least four folio assessments
  - two outdoor journeys for the group practical
  - one self-reliant expedition for the self-reliant practical
  - one investigation.

## PHYSICAL EDUCATION

**Duration of Course - 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Physical Education (at least 1 semester)

### Subject Description

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. They explore their own physical capacities and analyse performance, health, and lifestyle issues. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

### Content

Stage 2 Physical Education consists of the following two key areas of study and related key concepts.

### Practical Skills and Applications

- Centrally developed practical 1
- Centrally developed practical 2
- Centrally developed practical 3 or negotiated practical

### Principles and Issues

- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis

### Assessment

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

#### School-based Assessment (70%)

- Assessment Type 1: Practical (50%)
- Assessment Type 2: Folio (20%)

#### External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- three practicals
- three to six assessments for the folio
- one examination.



## PHYSICS

**Duration of Course - 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Physics (full year)

### Subject Description

The study of physics enables students to understand and appreciate the world around them. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. They gather evidence from experiments and research and acquire new knowledge through their own investigations.

### Content

Physics is organised into four sections. Each section is divided into four topics. Each topic includes one application, which is an integral part of the subject outline.

Section 1: Motion in Two Dimensions

Section 2: Electricity and Magnetism

Section 3: Light and Matter

Section 4: Atoms and Nuclei

### Assessment

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

#### School-based Assessment (70%)

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

#### External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- at least three practical investigations and at least one issues investigation for the folio
- at least three skills and applications tasks
- one examination.

## PSYCHOLOGY

**Duration of Course - 2 Semesters (20 credits)**

### Pre Requisites

Successful completion of Stage 1 Psychology

### Subject Description

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

### Content

The following six topics are offered in Stage 2 Psychology:

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

Stage 2 Psychology is designed around four levels of explanation of behaviour:

- the biological level of explanation,
- the basic processes level of explanation,
- the person level of explanation,
- the sociocultural level of explanation,

### Assessment

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

#### School Assessment (70%)

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

#### External Assessment (30%)

- Assessment Type 3: Examination (30%).



## PSYCHOLOGY (cont.)

### External Assessment (30%)

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

- one individual investigation and at least one group investigation for the folio
- at least four skills and applications tasks
- one examination.

Students should be provided with assessment opportunities in a range of supervised settings (e.g. classroom, laboratory, and field).

## SYSTEM & CONTROL PRODUCTS (MECHANICAL)

### Duration of Course - 2 Semesters (20 credits)

#### Pre Requisites

Successful completion of Stage 1 System and Control Products – Mechanical (at least 1 semester)

#### Subject Description

In Systems and Control Products (Mechanical) students develop the ability to initiate, create and develop products in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use electrical, electronic, mechanical, pneumatic, and hydraulic devices.

#### Content

This focus area of design and technology involves the use of devices such as electrical, electronic, mechanical, hydraulic and interface components, including programmable control devices, to design and make systems and control products.

#### Assessment

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

#### School-based Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (20%)
- Assessment Type 2: Product (50%)

#### External Assessment (30%)

- Assessment Type 3: Folio (30%)

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

- three or four skills and applications tasks
- two products
- two assessments for the folio



## VISUAL ARTS

### Duration of Course - 2 Semesters (20 credits)

#### Pre Requisites

Successful completion of Stage 1 Visual Arts

#### Subject Description

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavor. 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.

By analysing other practitioners' works of art students gain knowledge and understanding of their styles, concepts, content, forms, and conventions, and learn to respond to these works in informed ways. A range of approaches to the interpretation of works of art or design from different cultures and contexts is used to explore the messages and meanings that these works communicate.

#### Content

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

#### Assessment

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

##### School-based Assessment (70%)

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (40%)

##### External Assessment (30%)

- Assessment Type 3: Visual Study (30%)

Students provide evidence of their learning through four to six assessments, including the external assessment component. Students produce:

- one larger folio, or two smaller folios
- two or three practical works, including a practitioner's statement for two practical works
- one larger visual study.

