



Temple
Christian College

SACE Stage 2 Handbook 2021

MILE END CAMPUS

Preface

SACE Stage 2 Subjects

This Handbook contains information about Stage 2 subjects.

It is intended that this Handbook will be a useful resource for students and their parents in the choice of appropriate subjects for study at Stage 2 of the South Australian Certificate of Education.

It is designed to be used in the advisory process established by the School - that is, in conjunction with discussions with the School Leadership, course advisors and subject teachers. Final decisions on course and subject choices must be made with the approval of the SACE Coordinator or the Campus Principal.

Courses offered at Year 8, 9 and 10 Levels are broad, with the aim of exposing Students to a wide range of disciplines. The essential focus is one of acquiring a number of specific skills within each subject and developing patterns of study which will be useful at higher levels.

At Year 10 there is a programme of preparation in Semester 2 for the selection of courses in Stages 1 and 2 of the SACE. Within subjects' students are advised of options for SACE studies and courses beyond Stage 2 of the SACE. In addition, there is a programme of course advisory involving students, parents, subject teachers and school leadership.

In Stage 1 and Stage 2 of the SACE studies, subject choice and achievement is carefully monitored and there is an on-going advisory programme for all students. Parents are encouraged to discuss their children's progress and achievements through the SACE Coordinator.

Above every other consideration, Temple Christian College aims to develop in every student a consciousness of God as their Loving Creator, and to encourage, too, a desire to establish and continue an intimate relationship with the Father, through an understanding of His Covenant with us through His Son, the Lord Jesus Christ. We place Him in the Highest Place, depending on His Love, Grace and Mercy for the daily life of the School. We trust in the Father to encourage in us, as we acknowledge that Jesus Christ is the living Head of this School Family, the kind of character that pleases Him.

At Temple Christian College we hunger to develop a full understanding of what it is to be family, and we welcome anyone who shares that desire.

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SACE

The South Australian Certificate of Education

All Year 11 Students at Temple Christian College begin the first year of a two-year course of study with the aim of completing the SACE at the end of Year 12.

At Year 12 level, students meet SACE requirements through a course of study based on specific SACE Curriculum Statements.

There is a specific pattern of study required to be undertaken by all students. It includes some compulsory subjects which must be studied in order to fulfil the requirements of the SACE Certificate.

To qualify for SACE

To gain the SACE, students complete about 2 years of full-time study. There are 2 stages:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which has been completed by most students in Year 10.
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed, earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students will receive a grade – from A to E – for each subject.

For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are: -

- Personal Learning Plan (10 credits at Stage 1 – completed in year 10)
- Literacy – 20 Credits from any of the Year 11 English courses (Stage 1) 2 Semesters
- Numeracy – at least 10 credits from any of the Year 11 Mathematics Courses

Stage 1 at least 1 Semester

- Research Project – an in-depth major project. This is a Stage 2 subject which will be completed in Year 11 at Temple Christian College (10 Credits)
- Three subjects in Year 12, (Stage 2 subjects totaling at least 60 credits)

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice.

For University Entrance: STUDENTS WILL NEED TO COMPLETE 4 STAGE 2 SUBJECTS and possibly a 5th if the student chooses not to use the score achieved for Research Project.

For SACE Including Non-University Pathways: ALL STUDENTS MUST PASS 3 SUBJECTS AT YEAR 12.

The school policy is for all students, even students not considering a University pathway, to complete 4 Year 12 subjects. This will assist students in passing as they are unaware at the start of the year, of any subject which may prove difficult.

The Recording of Student's Achievements

A statement of results will progressively record details.

On leaving school, students will receive a Statement of Achievement, recording progress towards satisfying SACE requirements.

When students have completed the SACE requirements they will receive:

1. The SACE (South Australian Certificate of Education)
2. A Statement of Achievement

Entrance to University

Students must complete the SACE with 90 Stage 2 Credits i.e. 4 subjects at Year 12 and 10 units from the Research Project or a 5th subject in Year 12.

All subjects must come from the list of Approved Higher Education Selection Subjects (possibly VET subjects).

Universities have specific pre-requisites and aggregates. Students are expected to seek the appropriate information from both within and outside the school. Each student will have access to the Tertiary Entrance Booklet which outlines entry requirements for each University.

Entrance to TAFE

TAFE entry requirements are outlined on the TAFE website and further information can be gained from the VET Coordinator, Mr Stewart Robertson.

It is recommended that students complete Year 11 and 12 through which they achieve their SACE Certificate and then enrol in TAFE.

SACE

Terminology

SEMESTER UNIT

Equivalent to half a year. There are two semesters in the whole year.

PREFERRED BACKGROUND

Describes the previous year's study. It is assumed that the student has been successful in this previous level of study unless a prescribed grading is stated.

DIRECTION

This indicates where the described Stage 1 subject leads to for Stage 2.

VET

Vocational Education Training – modules or units, which can be undertaken either inside or outside of school and can be used to count towards the SACE. These modules and units are provided either by school or outside training providers. Information about available VET modules and units can be obtained from the VET Coordinator.

ATAR

Australian Tertiary Admission Rank - a score based on Year 12 subject scores all of which are non-Community Studies, non-Modified subjects. It is a score based on percentile ranking. The Rank gives an indication to the overall position of the student in relation to the student body for that year across the state. A higher ATAR gives preference to that student for the course to which they wish to enrol in a University of their choice.

Further information can be obtained from the SATAC booklet.

SACE

Curriculum Pattern

The following tables have been designed to give a quick and easy visual reference to the curriculum pattern adopted here at Temple Christian College with respect to the subjects that need to be completed during Stage 1 and Stage 2 for SACE.

YEAR 11 – STAGE 1

Completing 1 subject for 1 semester achieves 10 credits

EACH COLUMN REPRESENTS 6 LESSONS PER WEEK FOR A FULL YEAR

Research Project 10 Credits This is a Stage 2 subject which Temple students will be able to complete in Year 11. Completing this in Year 11 allows the students to focus more on their other subjects in Year 12.	English Literary Studies or English or Essential English 20 Credits	Essential Mathematics General Mathematics or Mathematical Methods 10 Credits	Free Choice 10 Credits	Free Choice 10 Credits	Free Choice 10 Credits
		Essential Mathematics General Mathematics or Mathematical Methods 10 Credits	Free Choice 10 Credits	Free Choice 10 Credits	Free Choice 10 Credits

YEAR 12 – STAGE 2

EACH COLUMN FEATURED BELOW REPRESENTS 6 LESSONS PER WEEK FOR A FULL YEAR

Free Choice 20 Credits	Free Choice 20 Credits	Free Choice 20 Credits	Free Choice 20 Credits	STUDY LINE OR A 5 TH OPTIONAL SUBJECT	STUDY LINE
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Important Notes:

Any student who has not passed the Personal Learning Plan, Year 11 English, Year 11 Mathematics, or the Research Project, will be required to complete this subject again in Year 12.

Year 11&12 Christian Living Program

Christian Living is a full year subject, and in Years 11 and 12 there is one double lesson timetabled each week.

Christian Living is not an assessable subject and consequently has no assignments or end of term report.

Christian Living is a time to explore what it means to live a Christ-centred, Bible-based life. It provides an opportunity for students to listen to what God is saying through His Word, and to ultimately find life, identity, meaning and purpose as they discover their place in God's story. It is a valuable opportunity for students to develop their prayer and worship life, and to investigate what it means to live an authentic Christian life in a complex world.

A particular focus in the senior years is to prepare students for a life beyond school. As such, we spend time trying to understand the culture in which we live, and explore how our Biblical story might offer us an alternative way of being in the world. Of course, central to this is the life-giving death and resurrection of Jesus which offers us an opportunity to participate with God in bringing New Creation life to our world. As we study society and culture, mission, relationships, spiritual disciplines, ethics and apologetics, the students are encouraged to have their imaginations shaped by a vision of God's Kingdom, which is both here now, but not yet fully consummated.

The aim is for the students to develop a vibrant and robust faith which can be lived out both at school and in the world around them, and for them to grasp the possibilities that emerge from Jesus' invitation to a life that goes well beyond our own. As students leave Temple and follow a range of different vocations, our desire is that they go into the world to bring life, and to image God in every sphere of our community.

Many Christian Living lessons will be interactive, inviting reflection, discussion and debate. Students are encouraged to share their thoughts and stories and to be real about their faith. While there is an emphasis listening and learning, there is also a place for fun, and Christian Living lessons provide another excellent opportunity within the school for students to build relationship with each other and with staff members.

Year 11/12 Workplace Practices/Mentor Group

In Year 11 Stage 1, Workplace Practices is a 10 Unit SACE course which runs over the whole year for a single lesson per week.

Workplace Practices provides opportunities for students to obtain recognition for Work Related Studies. It is compulsory for all Year 11 Students to participate in a week of Work Experience in the last week of Term 2. Under the direction of the Work Experience Co-ordinator, students arrange appropriate work experience in an area of their own choice. Teaching staff visit work placements. We have enjoyed an excellent record of success over the years, not only in securing very good placements but also in the quality of reports from employers. We encourage parents to be actively involved in assisting their son/daughter in Work Experience arrangements.

As a part of their Workplace Practices, students are also required to complete a Work-focused booklet and assignments based on career awareness. Part of the career awareness involves visiting speakers and seminars on work and work skills.

This programme is continued in Year 12 Stage 2 through Mentor Group. It is one lesson per week and is aimed at preparing students for life beyond secondary schooling. This focuses on such areas as organisation of work assignments, pacing and evaluating work, meeting deadlines, essay and assignment writing and the presentation of work. Students are taught creative strategies for handling stress. The weekly lesson also enables staff to maintain a positive and supportive programme of pastoral care for all students.

In Year 12 Stage 2, there is, naturally, a sharper focus on skills appropriate to the transition between school and both work and further study. Staff and students explore the pre-requisites of various institutions and courses and there is a programme of visiting speakers who share their experiences of Year 12 and useful hints for success. Students are encouraged to realise that there are many options available to School Leavers. There is a significant emphasis on the development of leadership skills for all Year 12 Stage 2 Students.

Subjects to be considered at Year 11 & 12

Classes will run depending on the number of students choosing a subject

LEARNING AREA	Year 11 Stage 1	Year 12 Stage 2
THE ARTS	Music Explorations Music Studies	Music Explorations Music Studies
	Media Studies Dance Drama Visual Arts - Art Visual Arts – Design	Media Studies Dance Drama Visual Arts - Art Visual Arts – Design
ENGLISH	English Literary Studies English Essential English	English Literary Studies English
LANGUAGES	German	German
HUMANITIES & SOCIAL SCIENCES	Legal Studies Modern History	Legal Studies Modern History
HEALTH & PHYSICAL EDUCATION	Food & Hospitality Studies Physical Education	Food & Hospitality Studies Physical Education
SCIENCE	Biology Chemistry Physics Psychology	Biology Chemistry Physics Psychology
MATHEMATICS	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	General Mathematics Mathematical Methods Specialist Mathematics
BUSINESS, ENTERPRISE & TECHNOLOGY	Design, Technology & Engineering Workplace Practices	Design, Technology & Engineering Workplace Practices Information Processing and Publishing
CROSS – DISCIPLINARY	Integrated Learning – Outdoor Recreation Research Project	Community Studies Integrated Learning – Sport Focus

THE ARTS

MUSIC EXPLORATIONS

MUSIC STUDIES

MEDIA STUDIES

DANCE

DRAMA

VISUAL ARTS - ART

VISUAL ARTS – DESIGN

MUSIC EXPLORATIONS

Music Technology Focus

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	The Arts	20 Full Year	Yes	No
PREFERRED BACKGROUND		Stage 1 Music Explorations Students should have had tuition on their chosen instrument for at least 3 years. A background in Audio Visual Studies is beneficial but not essential.			
AIMS/OBJECTIVES		Through the study of Music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.			
CONTENT		Students will be involved in Music Technology tasks. Music Technology: creating, mixing, recording and producing bands, instruments and loops.			
ASSESSMENT		Musical Literacy 30% Task may include, but not restricted to, an analysis, reflection and composition. Explorations 40% A portfolio of creative works (which can be compositions and other musical products) as well as a commentary. Creative Connections 30% A presentation of a final creative work (composition/arrangement) that is accompanied by a discussion.			
OTHER COMMENT		Students are encouraged to continue receiving individual tuition with a private teacher. Music tuition is available on the school premises through the Temple Christian College Instrumental Program. Involvement within the school's Audio-Visual team is encouraged. Students may be required to attend performances out of school hours. Extra costs may be involved.			

MUSIC STUDIES

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	The Arts	20 Full Year	Yes	Yes 2 Hour Exam
PREFERRED BACKGROUND		Stage 1 Music Studies Students should have had tuition on their chosen instrument for at least 3 years			
AIMS/OBJECTIVES		Through the study of Music, students have the opportunity to engage in musical activities such as performing, composing, arranging, as well as researching and applying musical techniques. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.			
CONTENT		Students will be involved in Musicianship tasks and can then elect to be a part of Solo or Ensemble tasks. Musicianship: includes applied theory, harmony, aural and an arrangement. AND Solo Performance: preparing and performing a 10-12-minute program. OR Ensemble Performance: students are involved in an ensemble where they prepare and perform a 10-12-minute program, accompanied by a brief part-testing assessment.			
ASSESSMENT		Creative Works 40% A portfolio of creative works (which can be performances, compositions and arrangements) as well as a creator's statement. Musical Literacy 30% Tasks that demonstrate: -aural perception and notation -the deconstruction and analysis of musical works -manipulation of musical elements Examination 30% Students complete a 2-hour exam in which they apply their knowledge and understanding of musical elements and musicianship skills. A formula sheet with standard chord progressions and key signatures will be provided.			
OTHER COMMENT		Students are required to continue receiving individual tuition with a private teacher. Music tuition is available on the school premises through the Temple Christian College Instrumental Program. Students may be required to attend performances out of school hours. Extra costs may be involved. Out of school hours rehearsals may be required.			

MEDIA STUDIES

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	The Arts	20 Full Year	Yes	No
PREFERRED BACKGROUND		Year 11 Media Studies Some understanding and experience of current Audio/Visual Technologies.			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Design and create a product, task, or service, independently and in teams using acquired skills and techniques. • Demonstrate understanding of the way in which societies are represented by media. • Research and analyse the form, content, context, and intended audiences of media texts. • Creatively use media technologies in individual and collaborative production activities. • Explore aspects of the dynamics of the media industry. • Analyse their interactions with media. 			
CONTENT		Students undertake various tasks such as: <ul style="list-style-type: none"> • Investigating a particular documentary film-maker. • Creating a short photo journal with reflection. • Free choice investigation essay regarding a current media issue. • An investigation regarding student's personal interactions with the media. • Creating a media product such as a documentary, short film, advertisement, radio show, music production or a variety of other types of media products that students can negotiate. 			
OTHER COMMENT		Students may be required to attend after-School events and functions some of which may be at night.			

DANCE

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	The Arts	20 Full Year	Yes	Performance Exam
PREFERRED BACKGROUND		Stage 1 Dance OR outside dance practical experience.			
AIMS/OBJECTIVES		To enable students to develop knowledge and understanding of dance techniques and performance skills: <ul style="list-style-type: none"> Critically explore the history of dance pioneers, their work and precepts. Research, reflect and refine choreography whilst clearly communicating theme or ideas. Perform technical abilities in a live performance. Display technical skills in set work with safe dance practice. 			
CONTENT		School Assessment: <ul style="list-style-type: none"> Performance Portfolio 40% Video of Senior Performance Dance Contexts 30% Creation of Choreography in response to research on a practitioner with an accompanying choreographic analysis. External Assessment: <ul style="list-style-type: none"> Dance Literacy 30% Reflective journal of student's development of contemporary dance technique. Development of 2min composition with 800 words exploration or choreographic process of Merce Cunningham.			
ASSESSMENT		Theory: Essays on Historical or Contemporary choreographers Reflective Folio of Technical and Composition Creation Practical: Own choreography and performance.			
OTHER COMMENT		Students considering this course should realise that after school rehearsals and performances are compulsory and an integral part of Stage 2 Dance. During performance seasons students will be required to attend rehearsals after school. Performances will be held at 7:00pm for external marking purposes, with rehearsals on the two days prior until 8pm. Students are to wear Temple Christian College Dance uniform, purchased from the School. Students may participate in activities off site and this may be an extra cost to parents. This cost will be added to each student's school fees.			

DRAMA STUDIES

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	The Arts	20 Full Year	Yes	No
PREFERRED BACKGROUND		Stage 1 Drama OR extracurricular involvement in Dramatic Performance, a grade of 80% or over in Stage 1 Drama and English.			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> Drama involves performance, analysis, evaluation, creativity, research and reviews, reports and essays in video and written formats. Students are required to take on the role of either an on or off-stage practitioner in two live public performances. Demonstrate critical skills as an audience member. Identify performance, production or filmic styles and theories, which are associated with the works of particular playwrights and film directors. 			
CONTENT		<ul style="list-style-type: none"> Group Analysis and Creative Interpretation Review and Reflection: making links to individual dramatic practice Creative Application from a masterclass or application from an innovator Creative Presentation 			
ASSESSMENT		<p>Group Production 40%</p> <ul style="list-style-type: none"> Production and live performance of a published play or play, with a presentation of evidence of learning from throughout the production process in a video presentation format with accompanying written evidence of no more than 1,200 words. <p>Evaluation and Creativity 30%</p> <ul style="list-style-type: none"> Task 1: Written Response: making links between live theatre and individual theatrical practice Task 2: Oral Presentation: evaluating a masterclass OR Study of a media innovator to apply to a devised group concept. <p>Creative Presentation 30%</p> <p>Students devise original dramatic pieces based upon the study of Jane Harrison's <i>Stolen</i> from between 10-25 minutes.</p>			
OTHER COMMENT		Students <u>must</u> be available for after-school rehearsals and occasional attendance at theatre performances, which are held at night. For example, students will be required from 3.30-5.30pm, two nights a week for 12 weeks leading up to the performance. The performance will run 3 consecutive nights during one week.			

VISUAL ARTS - ART

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	The Arts	20 Full Year	Yes	No
PREFERRED BACKGROUND		Stage 1 Art or Design preferred advantage.			
AIMS/OBJECTIVES		<p>Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes and or photographs leading to resolved pieces of work.</p> <p>Students have the opportunity to research, understand and reflect upon visual art works in their cultural and historical contexts.</p>			
CONTENT		<p>In this 20 Credit program with an Art focus the following three areas of study are covered:</p> <ul style="list-style-type: none"> • Visual Thinking Folio 40% 40 x A3 pages of Visual exploration of, or experimentation with one or more styles, ideas, concepts, methods, media, techniques or technologies based on research and analysis of artists' works. Developing ideas in visual form leading to 2 resolved works. • Practical Resolution 30% Resolution of ideas into 2 practical solutions accompanied by 2 x 500-word practitioner's statements. • Visual Study 30% 20 x A3 pages of Research and investigation into artworks and artists from a range of cultural and historical contexts on a topic negotiated between student and teacher 			
ASSESSMENT		<p>Ongoing throughout the course.</p> <p>The Folio and Practical are School based Assessments. The Visual Study is externally assessed.</p>			
OTHER COMMENT		<p>Students are advised that Visual Art is a time-consuming subject and good personal organisation skills are required for optimum achievement.</p> <p>Students may choose to study:</p> <ul style="list-style-type: none"> • Visual Art – Art <u>or</u> • Visual Art – Design <p>but not both in the same year.</p>			

VISUAL ARTS - DESIGN

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	The Arts	20 Full Year	Yes	No
PREFERRED BACKGROUND		Stage 1 Art or Design is a preferred advantage.			
AIMS/OBJECTIVES		<p>Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes and or photographs leading to resolved pieces of work.</p> <p>Students have the opportunity to research, understand and reflect upon visual art works in their cultural and historical contexts.</p>			
CONTENT		<p>For this 20 Credit program with a design focus the following three areas of study are covered:</p> <ul style="list-style-type: none"> • Visual Thinking Folio 40% 40 x A3 pages Developing, writing and working through a range of design briefs exploring a wide range of skills, media and techniques. • Practical Resolution 30% Resolution of design briefs into 2 practical solutions accompanied by a 2 x 500 word written practitioner statements. • Visual Study 30% 20 x A3 pages Research and investigation into design works and designers from a range of cultural and historical contexts conducted through a folio of visual and written works. Topics to be individually negotiated with teacher. 			
ASSESSMENT		<p>Ongoing throughout the course.</p> <p>The Folio and Practical are School- based Assessments.</p> <p>The Visual Study is externally assessed.</p>			
OTHER COMMENT		<p>Students may choose to study</p> <ul style="list-style-type: none"> • Visual Art – Art <u>or</u> • Visual Art – Design <p>but not both in the same year.</p> <p>Visual Art – Design is a time-consuming subject and good personal organisation skills are required for optimum achievement.</p>			

ENGLISH

ENGLISH LITERARY STUDIES

ENGLISH

ENGLISH LITERARY STUDIES

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	English	20 Full Year	Yes	Yes 90 Minute Critical Reading
PREFERRED BACKGROUND		Stage 1 English Literary Studies. Requirements are an A or B grade in Stage 1 English Literary Studies			
AIMS/OBJECTIVES		To guide and develop students' abilities as readers and writers, speakers and listeners. Students will make a close study of a range of literary texts selected from the SACE subject outline as well as selecting their own texts for Independent Reading. Students will use writing for a range of purposes for different audiences and contexts. Students will engage in a wide range of oral activities.			
CONTENT		<u>Responding to Text</u> – Shared studies 5 tasks Must contain – one extended prose text, one film text, one drama text, poetry and a range of short texts. These texts will be selected by the teacher from a prescribed list and must contain the work of at least one Australian author. One on these tasks must be a critical perspectives task. <ul style="list-style-type: none">Critical Reading Task under supervisionComparative Text study (1 Task) This includes the comparative study of two texts – one from the shared studies with one independently chosen by the student. <u>Creating Text</u> – 2 tasks <ul style="list-style-type: none">Transforming Texts – Students will create a new text by transforming an existing text into another genre.Creation of Written, Oral or Multimodal tasks.			
ASSESSMENT		Responding to Texts - 5 Tasks50% <u>Creating Texts</u> – 2 Tasks20% <u>Text Study</u> (external assessment)30% Comparative Text Study15% Critical Reading under supervision15%			
OTHER COMMENT		Students enrolling for this course should enjoy reading widely, have a good control of written English and write with flair. Students must be able to work independently on their own Independent Reading and keep up with the study of the shared texts. This course requires students to be well organised and have well-developed skills in presentation, editing and drafting of work. Students are expected to meet deadlines and maintain a good record of attendance. Students must be prepared to present individual oral tasks to a classroom audience.			

ENGLISH

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	English	20 Full Year	Yes	No
PREFERRED BACKGROUND		Stage 1 English Literary Studies OR a strong level of achievement in Stage 1 English (2 Units)			
AIMS/OBJECTIVES		To help students develop their competence in using language confidently, according to the demands of specific situations and for a range of purposes. To help students to use and produce imaginative literature including film, video, newspaper and popular fiction as well as traditional forms.			
CONTENT		Students pursue studies in each of the following areas: <u>Responding to texts</u> – 3 Tasks <u>Creating Texts</u> – 4 Tasks Comparative Analysis (Independent study of texts)			
ASSESSMENT		School based Assessment 70% Responding to Texts 30% Creating Texts 40% External Assessment 30% Comparative Analysis 30%			
OTHER COMMENT		This course requires considerable organisation. Students must be willing and able to meet deadlines, to work hard and to negotiate assignments which suit their own interests. Students who have well-developed skills in presentation, recording, editing and revision of their work will have an advantage.			

LANGUAGES

GERMAN

GERMAN

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Languages	20 Full Year	Yes	Yes 2 Hour
PREFERRED BACKGROUND		Stage 1 German			
AIMS/OBJECTIVES		<p>Promote students' ability to communicate the language.</p> <p>Extend students' understanding of the culture and way of life in countries where the target language may be used.</p> <p>Develop students' understanding of language as a system.</p> <p>Assist students to acquire transferable cognitive, cultural and linguistic skills.</p> <p>Encourage students' enjoyment of language and language learning, and to extend their general literacy.</p>			
CONTENT		<p>Study a variety of texts and other media and discuss issues within a variety of themes such as:</p> <ol style="list-style-type: none"> 1. Life character qualities, life in Australia and in German schools, youth issues, the future and work, relationships, family, responsibilities. 2. The media types and positives and negatives 3. The environment 4. Remaining grammar and revision of all past grammar <p>Research a negotiated topic in detail for their In-Depth Study</p>			
ASSESSMENT		<p>School Assessment</p> <ul style="list-style-type: none"> • Coursework – 5 summative tasks 50% Either: oral, written, text analysis • In-depth study – 3 summative tasks 20% oral presentation, written response in German, written response in English <p>External Assessment – Examination 30%</p> <p>Oral Examination Conversation, Discussion (regarding content of in-depth study)</p> <p>Written Examination Section 1 – Listening and Responding Section 2 – Reading and Responding Section 3 – Writing in Language</p>			
OTHER COMMENT		<p>A high level of commitment to editing written work is an advantage in this course. Good research skills are necessary for the in-depth study component of the course, as well as a willingness to practice conversational German as often as possible.</p>			

HUMANITIES & SOCIAL SCIENCES

LEGAL STUDIES

MODERN HISTORY

LEGAL STUDIES

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Humanities and Social Sciences	20 Full Year	Yes	Yes Online Exam
PREFERRED BACKGROUND		Stage 1 Legal Studies Would be useful but not a necessity, however Students without Stage 1 Legal Studies should have achieved a High-Grade B in Stage 1 English and Humanities. Interview may be necessary.			
AIMS/OBJECTIVES		Legal Studies aims to develop students': <ul style="list-style-type: none"> ▪ Appreciation of the function of law and the legal system. ▪ Understanding of how members of a community can participate in the democratic processes to achieve equitable and just outcomes. ▪ Understanding of the origins and nature of the Australian legal system. ▪ Understanding of the types of dispute that arise in a community and how the legal system can respond to them. ▪ Agility to think analytically and critically, apply legal principles, offer informed judgements, and communicate effectively to other people about legal ideas and issues. ▪ Extensive exposure to Parliament legislation processes and Judicial analysis. ▪ Court visits. ▪ Parliament visits. 			
CONTENT		Core topics include: <ul style="list-style-type: none"> ▪ The basis of Government in Australia ▪ Constitutional Government ▪ Australia's Global Links ▪ Law making ▪ Criminal Justice system 			
ASSESSMENT		Assessment Component 1: Course Work Folio 50% Assessment Component 2: Research Task 20% (externally Moderated 1500-word Research Assignment) Assessment Component 3: External Examination 30%			
OTHER COMMENT		Students with good writing skills and ability to converse with peers, oral presentation and participation. Highly complex course work with dates, names of acts and description of Parliamentary and Judicial processes.			

MODERN HISTORY

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Humanities and Social Sciences	20 Full Year	Yes	Yes 2 Hour Online Exam
PREFERRED BACKGROUND		Stage 1 Modern History 2 Units Stage 1 English 2 Units – English Literacy Studies an advantage			
AIMS/OBJECTIVES		After studying Stage 2 History, students should be able to: <ul style="list-style-type: none"> • Understand and explore historical concepts. • Understand and explore the role of ideas, people, and events in history. • Analyse developments and/or movements in the modern world, and their short-term and long-term impacts. • Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges. • Apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments. • Draw conclusions and communicate reasoned historical arguments. 			
FOCUS CAPABILITIES		The focus capabilities for this subject are literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.			
CONTENT		<p>Making a Nation In their study of a topic from 'Modern Nations', students investigate the concepts of 'nation' and 'state', and the social, political, and economic changes that shaped the development of a selected nation. Through their study, they develop insights into the characteristics of modern nations, crises, and challenges that have confronted them, ways in which nations have dealt with internal divisions and external challenges, and the different paths that nations have taken. In Stage 2, our Modern Nations study focuses on Germany (1918 – 1948).</p> <p>The World since 1945 In their study of a topic from 'The World since 1945', students investigate the political, social, and economic interactions among nations and states, and the impact of these interactions on national, regional, and/or international development. They consider how some emerging nations and states sought to impose their influence and power, and how others sought to forge their own destiny. In Stage 2, our 'The World Since 1945' study focuses on the Changing World Order, particularly investigating the Cold War and USA-USSR relations in the 20th century.</p>			
ASSESSMENT		External Examination (Digital) - 30% of final mark School Assessment (Folio of 5 tasks) - 50% of final mark Individual Historical Study (Investigation) – 20% of final mark			
OTHER COMMENT		To succeed in this subject students, need to have a fluent, formal writing style, possess good reading skills and have the ability to memorise a large quantity of factual detail. Students should be motivated, independent learners. This is imperative for their individual History study, in which they determine the research direction, question design and final argument for their chosen area of study.			

HEALTH & PHYSICAL EDUCATION

FOOD & HOSPITALITY STUDIES

PHYSICAL EDUCATION

FOOD AND HOSPITALITY STUDIES

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Health & Physical Education	20 Full Year	Yes	No
PREFERRED BACKGROUND		Stage 1 Food and Hospitality Studies			
AIMS/OBJECTIVES		<p>Students will be required to:</p> <ul style="list-style-type: none">• Apply knowledge and problem-solving skills to practical activities in the Food and Hospitality Industry and to reflect on processes and outcomes.• Develop and implement practical skills, including management skills, in an individual and/or a collaborative context.• Make and justify decisions about issues related to the Food and Hospitality Industry.• Select and use appropriate technology to prepare and serve food, applying safe food-handling practices.• Investigate and reflect on contemporary issues related to the Food and Hospitality Industry or to food and hospitality in family and community settings.• Work individually and collaboratively to prepare and present activities that support healthy eating practices.• Reflect on the impact of technology on the Food and Hospitality Industry.			
CONTENT		<p>Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the Food and Hospitality Industry. Students critically examine attitudes and values about the food at local, national, and global levels. Influences of economic, environmental, legal, political, sociocultural, and technological factors will be considered as students develop relevant knowledge and skills as consumers and/or industry workers.</p> <p>Students may be required to participate in activities outside school hours, both within the school and in the wider community.</p> <p>There are 5 Areas of Study that the subject is structured around including:</p> <p>Area of Study 1: Contemporary & Future Issues</p> <p>Area of Study 2: Economic & Environmental Influences</p> <p>Area of Study 3: Political & Legal Influences</p> <p>Area of Study 4: Sociocultural Influences</p> <p>Area of Study 5: Technological Influences</p>			
ASSESSMENT		School Based Assessment 70% Practical Activities 50% Group Activity 20%		External Assessment 30% External Investigation 30% 2000-word Research Assignment	
OTHER COMMENT		<p>The core nature of this subject is the practical tasks and the opportunity for students to challenge the existing skills with more industry related assessment tasks. While the subject maintains the level of academic rigor of a Stage 2 subject students who enjoy hands-on learning will also enjoy visual representation of assessments and can do well in this subject.</p>			

PHYSICAL EDUCATION

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Health & Physical Education	20 Full Year	Yes	No
PREFERRED BACKGROUND	Stage 1 Physical Education Semester or full year				
LEARNING REQUIREMENTS	<p>The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Physical Education. In this subject, students are expected to:</p> <ol style="list-style-type: none"> 1. Apply knowledge and understanding of movement concepts and strategies in physical activity using subject-specific terminology. 2. Apply feedback and implement strategies to improve participation and/or performance in physical activity. 3. Reflect on and evaluate participation and/or performance improvement. 4. Apply communication and collaborative skills in physical activity contexts. 5. Analyse and evaluate evidence related to physical activity. 6. Evaluate implemented strategies and make recommendations for future directions. 				
CAPABILITIES	<p>The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways. The SACE identifies seven capabilities. These are:</p> <p>Literacy, numeracy, information and communication technology (ICT) capability, personal and social capability, critical and creative thinking, ethical understanding, intercultural understanding.</p>				
CONTENT	<p>Stage 2 Physical Education Focus Areas</p> <p>There are three focus areas that provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities). These activities are chosen based on class interest and skill. The focus areas are:</p> <p style="padding-left: 40px;">Focus Area 1: In movement Focus Area 2: Through movement Focus Area 3: About movement.</p> <p>Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes. Movement concepts and strategies include:</p> <p>Body awareness, movement quality, spatial awareness, relationships, executing movement, creating space, interactions, making decisions.</p>				
ASSESSMENT	<p>Students undertake four to five assessments: two or three diagnostics tasks, one improvement analysis task & one group dynamics task.</p> <p>School Assessment 70%</p> <ul style="list-style-type: none"> • Assessment Type 1: Diagnostics (30%) Students participate in one or more physical activities (sports, theme-based games, fitness and recreational activities) to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies. • Assessment Type 2: Improvement Analysis (40%) Students undertake a personal journey of improvement with a focus on a school or community-based physical activity. The improvement analysis task has two interconnected parts; <i>portfolio of evidence & evaluation</i>. <p>External Assessment 30%</p> <ul style="list-style-type: none"> • Assessment Type 3: Group Dynamics (30%). Students prepare for and participate in a competition in a selected sport, working collaboratively in groups comprised of their entire class, subsets of the class, or with other year levels, extracurricular teams, or local community sporting clubs. The purpose is to extend the focus of physical activity beyond the individual to investigate the impact that team members have on participation and performance. <i>Please note: Stage 2 Physical Education has no external exam and no external sport moderation.</i> 				
OTHER COMMENT	<p>Students may participate in activities off site and this may be an extra cost to parents. This cost will be added to each student's school fees.</p> <p>It is important that students be prepared to engage in both the practical and theory aspects of the course.</p>				

SCIENCE

BIOLOGY

CHEMISTRY

PHYSICS

PSYCHOLOGY

BIOLOGY					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Science	20 Full Year	Yes	Yes 2 Hour Online Exam
PREFERRED BACKGROUND		Stage 1 Biology - B Grade or better			
AIMS/OBJECTIVES		<p>The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Biology.</p> <p>In this subject, students are expected to:</p> <ol style="list-style-type: none"> 1. Apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices 2. Obtain, record, represent, analyse, and interpret the results of biological investigations 3. Evaluate procedures and results, and analyse evidence to formulate and justify conclusions 4. Develop and apply knowledge and understanding of biological concepts in new and familiar contexts 5. Explore and understand science as a human endeavour 6. Communicate knowledge and understanding of biological concepts and information, using appropriate terms, conventions, and representations. 			
FOCUS CAPABILITIES		<p>The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.</p> <p>The SACE identifies seven capabilities. They are:</p> <p>Literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding.</p>			
CONTENT		<p>Stage 2 Biology is organised around the following four topics:</p> <ul style="list-style-type: none"> • DNA and Proteins • Cells as the Basis of Life • Homeostasis • Evolution 			
ASSESSMENT		<p>School-based Assessment</p> <p>Investigations Folio 30%</p> <p>Practical reports, Science as a Human Endeavour investigation</p> <p>Skills and Applications Tasks 40%</p> <p>End of topic tests</p> <p>External Assessment - Examination (2 Hours) 30%</p> <p>Information on the External Assessment</p> <p>The examination consists of:</p> <ul style="list-style-type: none"> • Multiple-choice questions • Short-answer questions • Extended answer questions <p>Questions will cover all topics and will include experimental skills. The examination will be marked by external assessors with reference to performance standards.</p>			
OTHER COMMENT		<p>Attendance is required at all summative assessment tasks (e.g. Topic Tests, Practicals)</p>			

CHEMISTRY													
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM								
12	2	Science	20 Full Year	Yes	Yes 2 Hour External Exam								
PREFERRED BACKGROUND		Stage 1 Chemistry											
AIMS/OBJECTIVES		<p>The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Chemistry.</p> <p>In this subject, students are expected to:</p> <ol style="list-style-type: none">1. Apply science inquiry skills to design and conduct chemistry investigations using appropriate procedures and safe, ethical working practices.2. Obtain, record, represent, analyse, and interpret the results of chemistry investigations.3. Evaluate procedures and results, and analyse evidence to formulate and justify conclusions.4. Develop and apply knowledge and understanding of chemical concepts in new and familiar contexts.5. Explore and understand science as a human endeavor.6. Communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions, and representations.											
CONTENT Chemistry Essentials (Stage 2)		<p>Topic 1: Monitoring the Environment</p> <p>Topic 2: Managing Chemical Processes</p> <p>Topic 3: Organic and Biological Chemistry</p> <p>Topic 4: Managing Resources.</p>											
ASSESSMENT		<table><tr><td>School Assessment</td><td>70%</td></tr><tr><td>Investigation Folio</td><td>40%</td></tr><tr><td>Skills and Application Tasks</td><td>30%</td></tr><tr><td>External Examination</td><td>30%</td></tr></table>				School Assessment	70%	Investigation Folio	40%	Skills and Application Tasks	30%	External Examination	30%
School Assessment	70%												
Investigation Folio	40%												
Skills and Application Tasks	30%												
External Examination	30%												
OTHER COMMENT		The subject requires a high level of commitment to home and class study and a desire to see a problem through thoroughly.											

PHYSICS													
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM								
12	2	Science	20 Full Year	Yes	Yes 2 Hour External Exam								
PREFERRED BACKGROUND		Stage 1 Physics											
AIMS/OBJECTIVES		<p>The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Physics.</p> <p>In this subject, students are expected to:</p> <ol style="list-style-type: none">1. Apply Science inquiry skills to design and conduct physics investigations, using appropriate procedures and safe, ethical working practices.2. Obtain, record, represent, analyse, and interpret the results of Physics investigations.3. Evaluate procedures and results, and analyse evidence to formulate and justify conclusions.4. Develop and apply knowledge and understanding of Physics concepts in new and familiar contexts.5. Explore and understand Science as a human endeavour. <p>Communicate knowledge and understanding of Physics concepts, using appropriate terms, conventions, and representations.</p>											
FOCUS CAPABILITIES		<p>The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.</p> <p>The SACE identifies seven capabilities. They are: literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.</p>											
CONTENT		<p>Motion and Relativity - Projectile motion, forces and momentum, circular motion and gravitation, Einstein's relativity.</p> <p>Electricity and Magnetism - Electric fields, motion of charged particles in electric fields, magnetic fields, motion of charged particles in magnetic fields, electromagnetic induction.</p> <p>Light and Atoms – Wave behaviour of light – particle duality the structure of the atom, standard model.</p>											
ASSESSMENT		<table><tr><td>School Assessment</td><td>70%</td></tr><tr><td>Investigations Folio</td><td>30%</td></tr><tr><td>Skills and Applications Tasks</td><td>40%</td></tr><tr><td>External Examination</td><td>30%</td></tr></table> <p>The physics subject outline includes performance standards, which describe five levels of achievement that are reported with Grades A+ to E- at the student's completion of the subject.</p>				School Assessment	70%	Investigations Folio	30%	Skills and Applications Tasks	40%	External Examination	30%
School Assessment	70%												
Investigations Folio	30%												
Skills and Applications Tasks	40%												
External Examination	30%												
OTHER COMMENT		<p>Students who enjoy analysing the classical areas of physics, as well as problem solving and have a high level of mathematical skills, do well at this level.</p> <p>The subject requires a high level of commitment to home and class study and a desire to see a problem through thoroughly.</p>											

PSYCHOLOGY

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Science	20 Full Year	Yes	Yes 2 Hour Online Exam
PREFERRED BACKGROUND		B grade or better in a Year 11 Science subject			
AIMS/OBJECTIVES		<p>At the end of the program in Stage 2 Psychology, students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of self, others, and groups. 2. Search for, evaluate, and organise psychological information and use language effectively to communicate key ideas, understandings, processes, and values in a range of contexts. 3. Demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations. 4. Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and Christian values. 5. Demonstrate critical reflection and organisation in the application of psychological principles, taking into account ethical and Christian considerations. 6. Analyse the behaviours of self, other individuals, and groups of people in different contexts in a way that recognises the values of independence and interdependence and dependence on God. 7. Undertake a variety of roles while working as a member of a team to achieve individual and shared goals. 			
CONTENT		<p>This subject is designed around the four levels of explanation of behaviour used in psychology. Behaviour can be explained in terms of biological processes, basic psychological processes, the attributes of the person enacting the behaviour and socio-cultural processes.</p> <p>The 2-unit subject consists of the following six topics:</p> <ul style="list-style-type: none"> • Introduction to Psychology; designing investigations. • Social Cognition; impression formation; social attitudes & social behaviour. • Learning; classical & operant conditioning; reinforcement and observational learning. • Personality; conceptions of personality; the main forms of personality assessment used today. • Psychobiology of Altered States of Awareness; sleep needs & sleep deprivation; stages of sleep; sleep disorders; psychological and physiological arousal; arousal and task performance; stress and its effect on health. • Healthy Minds; effective coping strategies; risk and protective factors for mental disorders; symptoms of, and effective treatment for, anxiety disorders and depression. 			
OTHER COMMENT		<p>Investigations Folio 30%, Group Investigation and Individual Investigation.</p> <p>Skills and Application Tasks; essay; research assignments, tests, and multimedia products, midyear exam (2 hours) 40%.</p> <p>SACE Examination (2 hours) 30%.</p>			

MATHEMATICS

GENERAL MATHEMATICS

MATHEMATICAL METHODS

SPECIALIST MATHEMATICS

GENERAL MATHEMATICS

YEAR	STAGE	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM												
12	2	20 Full Year	Yes	Yes 2 Hour External Exam												
PREFERRED BACKGROUND		Stage 1 General Mathematics or Mathematical Methods														
AIMS/OBJECTIVES		<p>To develop students’:</p> <ul style="list-style-type: none">Understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics.Ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics.Reasoning and interpretive skills in mathematical and statistical contexts.Capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language.Capacity to choose and use technology appropriately and efficiently.														
CONTENT		<p>Students undertake the study of five topics.</p> <p>The four topics studied by all students are:</p> <ul style="list-style-type: none">Modelling with Linear RelationshipsStatistical ModelsFinancial ModelsDiscrete ModelsModelling with Matrices														
ASSESSMENT		<table><tr><td>School Assessment</td><td>70 %</td><td>External Examination</td><td>30%</td></tr><tr><td>Skills and Application Tasks</td><td>40 %</td><td></td><td></td></tr><tr><td>Mathematical Investigation</td><td>30 %</td><td></td><td></td></tr></table> <p>During the year students will complete five skills and applications tasks and two investigations. The school-based assessment and the external exam will be marked with reference to a set of performance standards. Students will be assigned a grade from A+ to E- to report their overall level of achievement.</p>			School Assessment	70 %	External Examination	30%	Skills and Application Tasks	40 %			Mathematical Investigation	30 %		
School Assessment	70 %	External Examination	30%													
Skills and Application Tasks	40 %															
Mathematical Investigation	30 %															
OTHER COMMENT		<p>General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts.</p> <p>A problem-based approach is pivotal to development of both the models and the associated key ideas in the topics. The topics cover a range of mathematical applications including: linear functions, matrices, statistics, finance and optimisation.</p> <p>Stage 2 General Mathematics prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.</p>														

MATHEMATICAL METHODS

YEAR	STAGE	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM												
12	2	20 Full Year	Yes	Yes 2.5 Hour External Exam												
PREFERRED BACKGROUND		Stage 1 Mathematical Methods A and B (20 Credits) Stage 1 Specialist Mathematics C and D is an advantage (20 Credits)														
AIMS/OBJECTIVES		To develop students': <ul style="list-style-type: none">• Understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics.• Ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics.• Reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information including ascertaining the reasonableness of solutions to problems.• Capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language.• Capacity to choose and use technology appropriately and efficiently.														
CONTENT		The topics studied are: <ul style="list-style-type: none">• Further Differentiation and Applications• Discrete Random Variables• Integral Calculus• Logarithmic Functions• Continuous Random Variables and the Normal Distribution• Sampling and Confidence Intervals.														
ASSESSMENT		<table><tr><td>School Assessment</td><td>70 %</td><td>External Examination</td><td>30 %</td></tr><tr><td>Skills and Application Tasks</td><td>50 %</td><td></td><td></td></tr><tr><td>Mathematical Investigation</td><td>20 %</td><td></td><td></td></tr></table> <p>During the year students will complete six skills and applications tasks and one investigation. The school-based assessment and the external exam will be marked with reference to a set of performance standards. Students will be assigned a grade from A⁺ to E⁻ to report their overall level of achievement.</p>			School Assessment	70 %	External Examination	30 %	Skills and Application Tasks	50 %			Mathematical Investigation	20 %		
School Assessment	70 %	External Examination	30 %													
Skills and Application Tasks	50 %															
Mathematical Investigation	20 %															
OTHER COMMENT		<p>Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. 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.</p> <p>The subject provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.</p> <p>Mathematical Methods can be studied as a single mathematics subject or when taken in combination with Specialist Mathematics, it can be a pathway to engineering, physical science, and laser physics.</p>														

SPECIALIST MATHEMATICS

YEAR	STAGE	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	20 Full Year	Yes	Yes 2.5 Hour External Exam
PREFERRED BACKGROUND		Stage 1 Mathematical Methods A and B (20 Credits) Stage 1 Specialists Mathematics C and D (20 Credits)		
AIMS/OBJECTIVES		<p>To develop students':</p> <ul style="list-style-type: none"> Understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics. Ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics. Capacity to choose and use technology appropriately. Reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems. Capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language. Ability to construct proofs. 		
CONTENT		<p>The topics studied are:</p> <ul style="list-style-type: none"> Mathematical Induction Complex numbers Functions and Sketching Graphs Vectors in Three Dimensions Integration Techniques and Applications Rates of Change and Differential Equations 		
ASSESSMENT		<p>School Assessment 70 % External Examination 30 %</p> <p>Skills and Application Tasks 50 % Mathematical Investigation 20 %</p> <p>During the year students will complete six skills and applications tasks and one investigation. The school-based assessment and the external exam will be marked with reference to a set of performance standards. Students will be assigned a grade from A⁺ to E⁻ to report their overall level of achievement.</p>		
OTHER COMMENT		<p>Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods. Some of its content relies on and builds upon the foundation of Mathematical Methods.</p> <p>It draws on and deepens students' mathematical skills, knowledge and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.</p> <p>The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.</p> <p>Prospective students will need to have maintained a minimum of a B grade in Year 11 Specialist Mathematics if they anticipate making sound progress in this subject.</p>		

BUSINESS, ENTERPRISE & TECHNOLOGY

DESIGN, TECHNOLOGY AND ENGINEERING

WORKPLACE PRACTICES

INFORMATION PROCESSING AND PUBLISHING

DESIGN, TECHNOLOGY AND ENGINEERING					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Business, Enterprise and Technology	20 Full Year	Yes <i>Note: You can use 3 of the 4 contexts towards an ATAR. ALL 4 contexts can be used toward SACE completion</i>	No
PREFERRED BACKGROUND		Stage 1 Design, Technology and Engineering (any context - 20 Credits)			
AIMS/OBJECTIVES		<p>Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. The subject is organised into four contexts:</p> <ol style="list-style-type: none"> 1. Material Solutions 2. Robotic and Electronic Systems 3. Digital Communication Solutions 4. Industry and Entrepreneurial Solutions <p>These contexts provide students with opportunities to develop design thinking to investigate solutions, develop a plan, realise the solution, and evaluate the outcome.</p>			
LEARNING REQUIREMENTS		<p>The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Design, Technology, and Engineering.</p> <p>In this subject, students engage in the Design and Realisation Process and are expected to:</p> <ol style="list-style-type: none"> 1. Investigate and analyse design features, processes, materials, and production techniques and apply creative thinking to the design of a solution. 2. Plan, develop, and test design concepts, and communicate potential features of —and solutions to — a problem or challenge. 3. Apply knowledge and understanding of skills, processes, engineering procedures, and techniques, using technology to realise the solution. 4. Evaluate the solution with reference to the design brief, and reflect on processes used in design development and realisation. 5. Analyse ethical, legal, economic, and/or sustainability issues related to technology, materials selected, processes used, and/or solution design. 			
CONTENT		<p>Each of the four contexts provides a separate enrolment option for students.</p> <p>1. Material solutions</p> <p>This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as metals, plastics, wood, composites, ceramics, textiles, and foods.</p> <p>Examples of contexts for material solutions include:</p> <p>Timber, polymers, composite materials, clothing and textiles, food, jewellery manufacturing, metal.</p> <p>2. Robotic and Electronic Systems</p> <p>In this context, students can use a variety of hardware (components) that may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical, or pneumatic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.</p> <p>The solutions may be hardware only (e.g. an electronic circuit) or a combination of hardware and software (code).</p>			

DESIGN, TECHNOLOGY AND ENGINEERING					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Business, Enterprise and Technology	20 Full Year	Yes Note: You can use 3 of the 4 contexts towards an ATAR. ALL 4 contexts can be used toward SACE completion	No
CONTENT		<p>2. Robotic and Electronic SystemsContinued</p> <p>Examples of contexts for electronic and robotic systems include:</p> <ul style="list-style-type: none"> • agricultural applications • automated systems (e.g. programmable logic controllers) • autonomous vehicles (e.g. model robot cars) • biomedical engineering • communication systems (e.g. radio telemetry, Bluetooth) • electrical systems • electronic circuits (printed circuit boards) • electronic systems (including microcontroller boards such as Arduino and Picaxe) • internet of things (IoT): web-connected sensors and devices (e.g. NodeMcu, WEMOS, Raspberry Pi) • mechanical systems (e.g. using a variety of gear mechanisms) • pneumatic, hydraulic, or fluidic systems. • renewable energy systems (e.g. solar, wind, battery storage) <p>Robotics (building a programmed, autonomous, or remote-controlled robot)</p> <p>3. Digital Communication Solutions This context involves using symbols, signs, behaviour, speech, light, images, sound, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media.</p> <p>Examples of contexts for digital solutions include: Application (app) development, CAD, digital animation, film-making, game production, graphics, multimedia, photography, sound, virtual reality, web design.</p> <p>4. Industry and Entrepreneurial Solutions This context involves designing solutions to meet industry requirements, or the invention of an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs such as computer-aided design to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes, and materials appropriate for the prototype and final solution.</p> <p>Examples of contexts for industry or entrepreneurial design solutions include: Aerospace, agricultural equipment, architecture, CAD/CAM, construction, food industry, health and aged care equipment, industrial design, maritime equipment, media, entertainment, music, and game industries, product design, software programming, transport (e.g. automotive).</p>			
ASSESSMENT		<p>Assessment at Stage 2 is assessed externally. The following assessment types enable students to demonstrate their learning in Stage 1 Design, Technology, and Engineering in EACH context:</p> <p>Assessment Type 1: 2 x Specialised Skills Tasks – 20%</p> <p>Assessment Type 2: 1 x Design Process and Solution - 50%</p> <p>Assessment Type 3: 1 x Resources Study – 30%</p>			

WORKPLACE PRACTICES

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Business, Enterprise and Technology	10 - 40	Yes	No
PREFERRED BACKGROUND		Some form of continuous work place employment to satisfy Assessment Component 1.			
AIMS/OBJECTIVES		<p>At Stage 2, students can complete up to 40 credits of Workplace Practices by undertaking one or a combination of two or all of the following:</p> <ul style="list-style-type: none"> • Workplace Practices A (10 Credits) • Workplace Practices B (10 Credits) • Workplace Practices (20 Credits) <p>For the purpose of this subject outline, 'work' is considered in it broadest sense and is defined as all fields of paid and unpaid activity. 'Workplace' or 'work-related context' is defined as any environment in which an individual operates or produces a service and/or product.</p> <p>There are three areas of study within Workplace Practices:</p> <ul style="list-style-type: none"> • Industry and Work Knowledge • Vocational Learning • Vocational Education and Training (VET) <p>At Stage 1 and Stage 2, all students undertake Industry and Work Knowledge and one of the following options:</p> <ul style="list-style-type: none"> • Vocational Learning or • Vet or • Vocational Learning and VET 			
ASSESSMENT		<p>School-based Assessment 70%</p> <ul style="list-style-type: none"> • Assessment Type 1: Folio 25% • Assessment Type 2: Performance 25% • Assessment Type 3: Reflection 20% <p>External Assessment 30%</p> <ul style="list-style-type: none"> • Assessment Type 4: Investigation 30% <p>For a 10-credit Subject, students should provide evidence of their learning through four or five assessment, including the external assessment component. Students undertake:</p> <ul style="list-style-type: none"> • At least one assessment for the folio • One assessment for the performance • At least one assessment for the reflection • One investigation <p>For a 20-credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:</p> <ul style="list-style-type: none"> • At least three assessments for the folio • One or two assessments for the performance • At least two assessments for the reflection • One investigation 			

INFORMATION PROCESSING AND PUBLISHING

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Business, Enterprise and Technology	20 Full Year	Yes	No
PREFERRED BACKGROUND		Some understanding and experience of current computer software			
AIMS/OBJECTIVES		<p>In this subject, students are expected to:</p> <ol style="list-style-type: none"> 1. Understand, select and use appropriate hardware and software for the completion of text-based communication tasks. 2. Apply manipulative and organisational skills to the use of information-processing technology. 3. Apply layout and design principles to the production of text-based documents or presentations. 4. Understand and apply the design process in planning, producing and evaluating text-based products. 5. Evaluate text-based products and the design process used. 6. Understand, analyse and evaluate the impact of social, ethical and/or legal issues related to information-processing and publishing technologies. 			
CONTENT		<p>Students undertake two focus areas</p> <ul style="list-style-type: none"> • Desktop Publishing • Business Documents <p>Students undertake various tasks which are divided into three strands:</p> <ul style="list-style-type: none"> • Skills tasks where students develop their practical skills, including manipulative and management routines, problem solving and decision-making strategies, as well as design skills. This involves 5 separate tasks. • Issues Analysis tasks where students develop both their knowledge and understanding of information and the systems that can be used in processing and publishing and develop their awareness of the impact of developing technologies on individuals, organisations and society, looking at the social, legal and ethical issues relevant to information processing and publishing. This involves 2 separate written tasks. • Product and Documentation task where students must use and document the design process to develop creative and enterprising solutions using computer technology to communicate information. 			
ASSESSMENT		<p>School Based Assessment 70%</p> <ul style="list-style-type: none"> • Skills Tasks 40% • Issues Analysis Tasks 30% <p>External Assessment 30%</p> <ul style="list-style-type: none"> • Product and Documentation Task <p>The Information Processing and Publishing subject outline includes performance standards which describe five levels of achievement that are reported with Grades A to E at the student's completion of the subject.</p>			

CROSS - DISCIPLINARY

COMMUNITY STUDIES

INTEGRATED LEARNING – SPORT FOCUS

COMMUNITY STUDIES

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Cross-Disciplinary	20 Full Year	No	No
PREFERRED BACKGROUND		None			
AIMS/OBJECTIVES		<p>After studying Stage 2 Community Studies, students should be able to:</p> <ul style="list-style-type: none"> Negotiate, plan and make decisions about a community activity, and develop challenging and achievable individual goals. Identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development. Work individually and with others Locate, select, organize and use ideas and resources and information. Learn in a range of settings, including school and the local or wider community. Take practical action in the community. Seek feedback from the community. Present the activity to the community. Evaluate and reflect on the completion of the contract, the feedback received, and their own learning. 			
FOCUS		<p>Community Studies is a subject that allows the student to direct their own learning and the way they will go about it. Students select a topic of interest to them in one of the following 6 areas of study:</p> <ul style="list-style-type: none"> Arts and the Community Communication and the Community Foods and the Community Health, Recreation and the Community Science, Technology and the Community Work and the Community 			
CONTENT		<p>Content will vary depending on the area of study selected. As part of their program of learning, students should undertake a community activity that reflects the primary focus of the activity.</p>			
ASSESSMENT		<p>School Assessment - 70% of final mark</p> <ul style="list-style-type: none"> Contract of Work Folio Presentation <p>External Assessment - 30% of final mark</p> <ul style="list-style-type: none"> Reflection Summary 			
OTHER COMMENT		<p>Admission to this subject should be discussed with the SACE Coordinator to ensure preferred tertiary pathways remain open. If students undertake more than one Community Studies subject, they must ensure they are in different areas of study.</p>			

INTEGRATED LEARNING - SPORT FOCUS

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	Cross-Disciplinary	20	Yes	No
PREFERRED BACKGROUND		Stage 1 Outdoor Recreation			
AIMS/OBJECTIVES		<p>At the end of Stage 2 Integrated Learning students should be able to:</p> <ul style="list-style-type: none"> • Develop and apply a wide range of Fitness analysis skills & knowledge. • Demonstrate and apply concepts to plan and effectively conduct fitness training sessions and programs. • Demonstrate leadership and instructional skills in practical contexts. • Develop ability to peer assess and self-reflect. • Demonstrate understanding of importance for lifelong fitness by actively being involved in sport and fitness activities. 			
CONTENT		<p>Practical Components</p> <ul style="list-style-type: none"> • Boot Camp, Cross Fit, Plyometric and PT training sessions offsite. • Training Program in class preparing for True Grit Obstacle Course. • True Grit Obstacle Course and overnight camp. • Practical Sport unit – Basketball, Golf, Water Polo etc. • Teaching a Junior Sports Lesson. • Officiating at an Athletics Carnival. <p>Theory Components</p> <ul style="list-style-type: none"> • Writing Training Programs • Analysis of Heart Rate Data • Reflective group discussions • Reports • Personal Endeavour – Student choice for topic 			
ASSESSMENT		<p>Practical Inquiry 40%</p> <ul style="list-style-type: none"> • Training Program for True Grit • Heart Rate Analysis • Practical Sport <p>Connections 30%</p> <ul style="list-style-type: none"> • Officiating • Junior Sports Lesson <p>Personal Endeavour 30%</p> <ul style="list-style-type: none"> • Student selected topic for research and reflection 			



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