



Cleve **Area School**
Course Handbook

2017

TABLE OF CONTENTS

How to use the booklet	2
Local Delivery and Open Access	3
Glossary of terms	4
Australian School Based Apprenticeship	5
SACE	6
SACE / VET / Pathways	8
Tertiary Entrance / Bonus Points	8
SACE Subjects	9
Stage 1 Course Outlines / Units of Study	13
Stage 2 Course Outlines / Units of Study	27
Vocational Education Training	45
School Contacts	45

HOW TO USE THIS BOOKLET

The booklet is designed to lead you to make an initial choice of units for SACE study that best suits your interests and chosen pathway. It contains general and specific information for Stage 1 and 2 subjects and a sheet for your course selection. You should fill in the subject selection sheet only when you have become completely familiar about what is required. If in doubt ask the senior school coordinator or any of the SACE teachers.

LOCAL DELIVERY AND OPEN ACCESS

Study by local delivery is where you study a subject that is taught by a teacher who may be in a neighbouring school. This form of study allows you a wider subject choice than would be possible if you could select only from the subjects in your own school.

You will have two contact lessons per week in each local delivery subject. These may be in the form of a double lesson by video conference. In the other scheduled lessons Stage 1 students' work in a supervised study setting. Communication with your teacher is available via email or phone during these non-contact lessons.

In subjects that have a practical component, blocks of time will be allocated during the term, for you to complete the course requirements. Attendance at these blocked times will be compulsory and, while assistance will be offered, it will be your responsibility to arrange travel to the host school.

All students who are accepted into a local delivery subject will be taught under similar conditions as the students in the remote schools, even though they are based in the host school.

It is a critical component of this form of study that you demonstrate a strong commitment to:

- Working independently
- Personal organisation
- Time management
- Being self-reliant and seeking assistance when needed
- Being highly motivated
- Communicating with other students and your teachers.

An advantage of this form of study is that these skills are highly valued by employers and will assist you in tertiary study. You may also get the opportunity to work closely with your peers and teachers from other Eastern Eyre Schools.

- Please note that it is not automatic that you will be accepted into a subject by local delivery and advice will be provided to you about whether the staff in your school considers that you have the necessary pre-requisite skills to be successful. Also note that the running of any particular course/subject will depend on student numbers and staff availability. A subject may be withdrawn from offer if there are insufficient numbers.

Open Access refers to subjects offered by the *Marden Open Access College*. Students can choose from a wide variety of subject offerings, are sent course materials prepared by the college and receive a weekly lesson using Video Conferencing technology. With evolving use of technologies it is hoped that some of these courses may be available online and/or by video conferences in the future. The Open Access College is responsible for all teaching and assessment but the home school offers supervision, counselling and monitoring of student work habits. Open Access courses come at a cost to the school, so students will need to demonstrate good work habits and if necessary have the prerequisite knowledge, but it is a useful way to ensure that our students can broaden their choice of subjects if no other avenue is available.

By using these methods as ancillary to our mainstream offerings our *schools* can approach subject choice offerings similar to larger schools while preserving the very real advantage of smaller class sizes and ready teacher access.

While students undertaking courses this way need good independent learning skills and personal organisation, excellent academic achievements are possible. Eastern Eyre Cluster Schools can often provide subject specific tutoring as well.

GLOSSARY OF TERMS

ASBA	Australian School Based Apprenticeship. An arrangement to complete SACE and simultaneously commence accredited industry training with an employer.
ASSESSMENT	School Assessment: Set by subject teachers and moderated by the SACE Board External Assessment Stage 2: 30% of final assessment at Stage 2. Consists of Examinations (set and marked externally) in some subjects and Investigations (marked by subject teacher and blind marked externally) in others.
ATAR	Australian Tertiary Achievement Rank – consists of completion of at least 90 credits at Stage 2. Of the 90 credits at least 60 must be from 20 credit (full year or equivalent) Tertiary Admissions Subjects (TAS). The remaining 30 can be all TAS (10 or 20 credit subjects) or can include a maximum of 20 credits from Recognised Studies. (Page 44 – 47 SATAC Tertiary Entrance Booklet)
AQF	Australian Quality Framework that licences organisations to recognise VET competencies.
CAPABILITIES	Skills and knowledge focused on communication, citizenship, learning, personal development and work
CREDITS	A semester's study at Stage 1 or 2 level provided from the curriculum statements of SACE Board approved subject.
OR	A specific division of Vet Study containing defined competencies. Each number of credits is measured in hours.
LOCAL DELIVERY	A process for teaching subjects to other schools within our cluster or district.
MODERATION	Procedures designed to ensure that assessments in a subject area are comparable across all schools in the state. This is carried out by SACE Board.
OPEN ACCESS	The Open Access College, based in Adelaide, offers subjects to students via distance education that they are not able to access at their school.
PLP	The Personal Learning Plan is a compulsory subject which students must achieve a C grade or better in to complete their SACE, normally taken in Year 10.
SACE	South Australia Certificate of Education
SATAC	South Australian Tertiary Admissions Centre. Responsible for all application and course entrance procedures to South Australian Universities and TAFE.
SEMESTER	A division of the school year (approximately 2 terms). May also be referred to as Unit.
SACE BOARD of SA	South Australian Certificate of Education Board of South Australia. Approves all subjects for SACE study Sets and manages all assessments procedures associated with the SACE.
UNIVERSITY AND TAFE	Students who complete the SACE are eligible for university entry provided they meet certain requirement for university entry, students need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

VET Vocational and Education Training. A generic term used to describe any training associated with careers. More specifically refers to the units and training packages that nationally recognise the attainment of specific competencies identified by the various divisions of business and industry. Many of these can now be attained in school courses. VET may take several forms of VET in SACE subjects, stand-alone modules or courses within a specific training program eg. Australian School Based Apprenticeship

Australian School Based Apprenticeship

An alternative to full time study

An Australian School Based Apprenticeship (ASBA) is a part time traineeship, with time spent in training and the workforce being used towards the South Australian Certificate of Education (SACE). A contract is signed between the employer, the student, caregiver and the school. The student completes their SACE, undertakes formal industry training and completes work hours.

An ASBA could be considered when a student is certain of the area of choice for their future career. The student usually works one day a week, and attends school four days a week to complete the compulsory subjects at Stage 1. After hours and holiday work are included under the terms of an ASBA.

The duration of an ASBA is usually 18 months – 2 years. The student is usually paid for their time at work according to the respective award. There is a probationary period and the contract can be cancelled. A student should seriously consider the contractual obligations before starting an ASBA.

Industry training courses may be held during the school holidays, as a day or week long blocks during school time, or through distance learning using study time at school, at home and with assistance at work. Students may be required to travel to larger centres to complete requirements of the training. The result of industry training can be Certificate 1, 2, 3 or 4, depending on the industry.

For students undertaking the Ag Certificate Course, a Certificate III in Agriculture is achieved in conjunction with an ASBA, using either the home farm, host employer and/or Sims Farm.

Units of industry training are allocated nominal time values, and every 70 hours is equal to 10 credits in the SACE

The student is considered to be a full time student and enrolls for (and completes) the compulsory subjects of the Personal Learning Plan (Stage 1), the Research Project (Stage 2), 20 credits of Literacy and 10 credits of Numeracy to gain the SACE. The Literacy and Numeracy requirements may be completed through a VET Pathway (page 8) or by completing appropriate English and Mathematics units, at the C level or higher.

In addition to the ASBA students requiring an **ATAR** score for university entry will need to complete 3 Stage 2 subjects plus their Research Project to achieve an ATAR out of 90. This only works if they complete a **Certificate III** from their ASBA as the **Certificate III** contributes 20 credits towards the ATAR **if completed**. If not completed then students wishing to obtain an ATAR will need to complete 4 stage 2 subjects. The three subjects at Stage 2 may be achieved in four days at school, leaving one day per week available for work or training. Four subjects at Stage 2 is considered full time at school.

A requirement of an ASBA may be out of school training that is delivered during school hours. It is up to the student to liaise with their teachers to ensure they are up to date and aware of their schooling requirements before leaving for this training. A student, who does not manage their academia well, may be withdrawn from their ASBA.

When a student is required to attend training in school time, the student and teachers must negotiate to ensure that the curriculum is covered in all subjects. Any failure to do so may result in the withdrawal of the Australian School Based Apprenticeship

Our schools are encouraging the development of ASBAs in a number of industry areas and periodically hold community information meetings. Information regarding generation or availability of ASBA's will be circulated to students and parents, as they become available.

SACE

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The SACE is designed to meet the needs of students, families, higher and further education providers, employers and the community. The SACE will help students develop the skills and knowledge they need 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).

How do students get the SACE?

To gain the SACE, students complete the equivalent of two years of full-time study which most students spread over three years. There are two stages:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students do in Year 10
- Stage 2, which most students do in Year 12, excepting Research Project in Year 11.

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 but done in Year 10)
- **Literacy** – at least **20** credits from a range of English subjects or courses (Stage 1 or 2 but generally achieved at Stage 1 level)
- **Numeracy** – at least **10** credits from a range of mathematics subjects or courses (Stage 1 or 2 but generally achieved at Stage 1 level)
- **Research Project** – an in-depth major project (10 credits at Stage 2 but generally done in Year 11)
- Other **Stage 2** subjects totalling at least **60** credits.

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

From 2015 SACE subjects are progressively being aligned to the Australian Curriculum which identifies the following seven capabilities. They are:

- **literacy**
- **numeracy**
- **information and communication technology capability**
- **critical and creative thinking**
- **personal and social capability**
- **ethical understanding**
- **intercultural understanding.**

Subjects

Stage 1 - Years 10 & 11

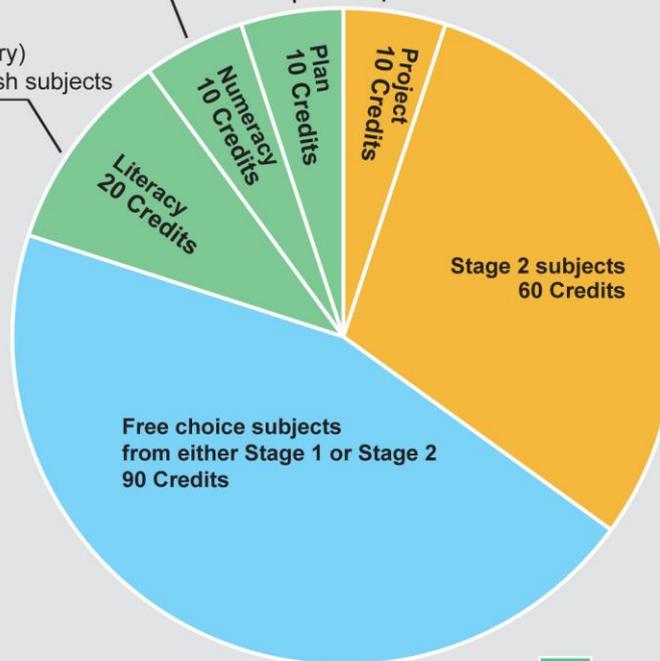
Stage 2 - Year 12

Personal Learning Plan (compulsory)

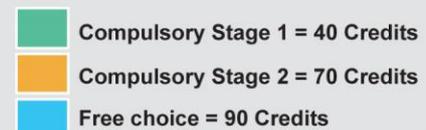
Research Project (compulsory)

Numeracy (compulsory)
from a range of mathematics subjects

Literacy (compulsory)
from a range of English subjects



SACE = 200 Credits



What is the Personal Learning Plan?

The **Personal Learning Plan** is a **compulsory** SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement
- review and adjust their plans to achieve their goals.

The Personal Learning Plan contributes **10 credits towards the SACE**. Because it is compulsory, students **need to achieve a C grade** or above.

Alignment of VET with Compulsory and Non-compulsory Elements of the SACE

To complete the SACE, students must achieve 200 SACE credits, **180 of which can be gained through the recognition arrangements for VET in the SACE.**

Within these 180 VET-based credits students must also fulfil the literacy and numeracy requirements of the SACE. **The remaining 20 SACE credits are derived from the Personal Learning Plan (10 credits) and the Research Project (10 credits).** Students can use a vocational context in completing these subjects. Students can use Board-recognised courses to meet the literacy and numeracy requirements of the SACE. The primary purpose of such courses will be to develop literacy or numeracy skills. Courses must also be consistent with the Australian Core Skills Framework (ACSF) level 3 descriptions in writing, reading, and numeracy. The SACE Board will provide a list of courses that meet these requirements.

Students can use a **maximum of two qualifications at Certificate I** level to gain credits towards the completion of the SACE.

There is **no limit to the number of qualifications at Certificate II level or higher** that students can use to gain credits towards the completion of the SACE.

Generally Certificate II is credited at Stage 1 and Certificate III is mostly credited at Stage 2. However students need to be aware that some Certificate III is credited at Stage 1.

Students will earn **5 SACE credits for the successful completion of 35 nominal hours of VET in a particular Certificate and 10 SACE credits for the successful completion of 70 nominal hours of VET in the one Certificate**, up to the maximum credit allocation for a qualification.

What is community learning?

Students are able to earn SACE credits for learning undertaken in the community.

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

University and TAFE entry

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements for 2016 onwards are included in the *Tertiary Entrance Booklet 2016, 2017, 2018* published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information. <http://www.satac.edu.au/>

Students with disabilities

The SACE will continue to cater for students with special needs. The existing special provisions will continue. In addition, the SACE offers a range of modified subjects as options for students with significant disabilities.

Bonus Points

All three Universities in South Australia operate under the SA Universities Equity Scheme designed to provide students from educationally disadvantaged schools or backgrounds with assistance in gaining access to undergraduate courses / programs.

Cleve Area School attracts 5 bonus points through this and an additional 2 points per subject for students studying Mathematical Studies, Specialist Mathematics, English Communication and English Studies up to a maximum of 4 points.

Stage 1 subjects – SACE	Stage 2 subjects – SACE
Arts Learning Area	
1CVA10 – Creative Arts 1CVA20 – Creative Arts	2CVA10 – Creative Arts 2CVA20 – Creative Arts
1DRM10 – Drama 1DRM20 – Drama	2DRM10 – Drama 2DRM20 – Drama
Music (Kimba) 1MUE10 – Music Experience 1MUE20 – Music Experience 1MUV10 – Music Advanced 1MUV20 – Music Advanced	Music (Kimba) 2MCG10 – Composing and Arranging 2MBL10 – Ensemble Performance 2MCX10 – Music in Context 2MVS10 – Music Individual Study 2MHY10 – Music Technology 2MNP10 – Musicianship 2MPF10 – Performance Special Study 2MFC10 – Solo Performance
Visual Arts 1VAA10 – Visual Arts – Art 1VAA20 – Visual Arts – Art 1VAD10 – Visual Arts – Design 1VAD20 – Visual Arts – Design	Visual Arts 2VAA10 – Visual Arts – Art 2VAA20 – Visual Arts – Art 2VAD10 – Visual Arts – Design 2VAD20 – Visual Arts – Design
Business, Enterprise, and Technology Learning Area	
1BUE10 – Business and Enterprise 1BUE20 – Business and Enterprise	2BUE10 – Business and Enterprise 2BUE20 – Business and Enterprise
1ACG10 – Accounting (Open Access) 1ACG20 – Accounting (Open Access)	2ACG20 – Accounting (Open Access)
Design and Technology 1CCA10 – Communication Products I 1CCB10 – Communication Products II 1CCC20 – Communication Products 1MMA10 – Material Products I 1MMB10 – Material Products II 1MMC20 – Material Products 1SSA10 – Systems and Control Products I 1SSB10 – Systems and Control Products II 1SSC20 – Systems and Control Products	Design and Technology 2CCA10 – Communication Products I 2CCB10 – Communication Products II 2CCC20 – Communication Products 2MMA10 – Material Products I 2MMB10 – Material Products II 2MMC20 – Material Products 2SSA10 – Systems and Control Products I 2SSB10 – Systems and Control Products II 2SSC20 – Systems and Control Products
1IPR10 – Information Processing and Publishing 1IPR20 – Information Processing and Publishing	2IPR10 – Information Processing and Publishing 2IPR20 – Information Processing and Publishing
1IFT10 – Information Technology 1IFT20 – Information Technology	2IFT20 – Information Technology
1WPS10 – Workplace Practices 1WPS20 – Workplace Practices	Workplace Practices 2WPA10 – Workplace Practices A 2WPB10 – Workplace Practices B 2WPC20 – Workplace Practices
Cross-disciplinary Learning Area	
1CXD10 – Cross-disciplinary Studies 1CXD20 – Cross-disciplinary Studies	2CXD10 – Cross-disciplinary Studies 2CXD20 – Cross-disciplinary Studies

Stage 1 subjects – SACE	Stage 2 subjects – SACE
1COM10 – Community Studies 1COM20 – Community Studies	Community Studies 2AAY10 – Arts and the Community 2AAY20 – Arts and the Community 2BAY10 – Business and the Community 2BAY20 – Business and the Community 2CAY10 – Communication and the Community 2CAY20 – Communication and the Community 2DAY10 – Design, Construction, and the Community 2DAY20 – Design, Construction, and the Community 2EAY10 – Environment and the Community 2EAY20 – Environment and the Community 2FAY10 – Foods and the Community 2FAY20 – Foods and the Community 2HAY10 – Health, Recreation, and the Community 2HAY20 – Health, Recreation, and the Community 2SAY10 – Science and the Community 2SAY20 – Science and the Community 2TAY10 – Technology and the Community 2TAY20 – Technology and the Community 2WAY10 – Work and the Community 2WAY20 – Work and the Community
1ILG10 – Integrated Learning 1ILG20 – Integrated Learning	2ILG10 – Integrated Learning 2ILG20 – Integrated Learning
1PLP10 – Personal Learning Plan	
1PLM10 – Personal Learning Plan: Modified	
	2RPA10 – Research Project A 2RPB10 – Research Project B
English Learning Area	
1ESH10 – English 1ESH20 - English 1ETE10 - Essential English 1ETE20 - Essential English 1EAL10 - English as an Additional Language 1EAL20 - English as an Additional Language	2ELS20 - English Literary Studies 2ESH20 – English 2ETE20 - Essential English 2EAL10 - English as an Additional Language 2EAL20 - English as an Additional Language
Health and Physical Education Learning Area	
1HEH10 – Health 1HEH20 – Health	2HEH10 – Health 2HEH20 – Health
1CSD10 – Child Studies 1CSD20 – Child Studies	2CSD10 – Child Studies 2CSD20 – Child Studies
1FOH10 – Food and Hospitality 1FOH20 – Food and Hospitality	2FOH10 – Food and Hospitality 2FOH20 – Food and Hospitality
1PHE10 – Physical Education 1PHE20 – Physical Education	2PHE20 – Physical Education

Humanities and Social Sciences Learning Area	
1SOR10 – Society and Culture 1SOR20 – Society and Culture	2SOR10 – Society and Culture 2SOR20 – Society and Culture
1EMS10 – Economics (Open Access) 1EMS20 – Economics (Open Access)	2EMS20 – Economics (Open Access)
1GHY10 – Geography 1GHY20 – Geography	2GPY20 – Geography
1MOD10 – Modern History 1MOD20 – Modern History	2ASY20 – Australian History
	2MOH20 – Modern History
1LEG10 – Legal Studies (Open Access) 1LEG20 – Legal Studies (Open Access)	2LEG20 – Legal Studies (Open Access)
1MES10 – Media Studies (Open Access) 1MES20 – Media Studies (Open Access)	2MES20 – Media Studies (Open Access)
1PPS10 – Philosophy (Open Access) 1PPS20 – Philosophy (Open Access)	2PPS20 – Philosophy (Open Access)
1REL10 – Religion Studies (Open Access) 1REL20 – Religion Studies (Open Access)	2REL10 – Religion Studies (Open Access) 2REL20 – Religion Studies (Open Access)
1TOS10 – Tourism 1TOS20 – Tourism	2TOS20 – Tourism
1WOM10 – Women’s Studies (Open Access) 1WOM20 – Women’s Studies (Open Access)	2WOM20 – Women’s Studies (Open Access)

Stage 1 subjects – SACE	Stage 2 subjects – SACE
Languages Learning Area – Available through Open Access	

Mathematics Learning Area	
1MEM10 - Essential Mathematics 1MEM20 - Essential Mathematics	2MEM20 - Essential Mathematics
1MGM10 - General Mathematics 1MGM20 - General Mathematics	2MGM10 - General Mathematics
1MAM10 – Mathematics 1MAM20 - Mathematics	2MHS20 – Mathematical Methods 2MSC20 – Specialist Mathematics

Stage 1 subjects – SACE	Stage 2 subjects – SACE
Sciences Learning Area	
1SCF10 – Scientific Studies 1SCF20 – Scientific Studies	2SCF10 – Scientific Studies 2SCF20 – Scientific Studies
1AGU10 – Agriculture 1AGU20 – Agriculture	Agriculture and Horticulture 2AHT10 – Agricultural and Horticultural Applied Technologies 2AHT20 – Agricultural and Horticultural Applied Technologies 2AHE10 – Agricultural and Horticultural Enterprise 2AHE20 – Agricultural and Horticultural Enterprise 2AHM10 – Agricultural and Horticultural Management 2AHM20 – Agricultural and Horticultural Management 2AHP10 – Agricultural and Horticultural Principles 2AHP20 – Agricultural and Horticultural Principles 2AHC20 – Agricultural and Horticultural Science 2AHD10 – Agricultural and Horticultural Studies 2AHD20 – Agricultural and Horticultural Studies
1BGY10 – Biology 1BGY20 – Biology	2BIG20 – Biology
1CEM10 – Chemistry 1CEM20 – Chemistry	2CME20 – Chemistry
1EES10 - Earth and Environmental Science 1EES20 - Earth and Environmental Science	2GOY20 – Geology (Open Access)
1NUT10 – Nutrition (Open Access) 1NUT20 – Nutrition (Open Access)	2NUT10 – Nutrition (Open Access) 2NUT20 – Nutrition (Open Access)
1PY10 – Physics 1PY20 – Physics	2PYS20 – Physics
1PSC10 – Psychology (Open Access) 1PSC20 – Psychology (Open Access)	2PSC10 – Psychology (Open Access) 2PSC20 – Psychology (Open Access)

There is a modified subject in each of the learning areas.

Stage 1 Subjects – SACE

Agriculture	14
Agriculture – Structured Workplace Learning	14
Biology	15
Business and Enterprise	15
Chemistry	16
Community Studies	16
Creative Arts	17
Design and Technology	17
Drama	18
English / Essential English	18
Food and Hospitality	19
Geography	19
Modern History	20
Information Processing and Publishing	20
Information Technology	20
Integrated Learning	21
Mathematics	22
Mathematics Essential	23
Mathematics - General	23
Media Studies	23
Personal Learning Plan	24
Physical Education	25
Physics	26
Visual Arts	26
Workplace Practices	27

Stage 1 Agriculture
Agriculture
Credits 10 (half year) 20 (full year)

NOTE: Stage 1 Agriculture is an essential prerequisite for Stage 2 Agriculture. Students who have begun a Cleve Area School Certificate 2 in Agriculture at year 10 level must choose Agriculture: Structured Workplace Learning to be able to complete competencies required for this qualification. It is strongly recommended that a full year course is chosen for both Agriculture and Ag Structured Workplace Learning.

Students investigate issues through topics related to animals, plants, fungi, microorganisms, soils, climate, water, and/or technology, and in a local, national, and/or global context. Trials are a part of practical investigations in the study of Agriculture and may take place on farms, laboratories, or other relevant locations, and they use a variety of data collecting procedures.

The study of Agriculture provides students with the opportunity to develop skills in investigation, analysis and evaluation, and knowledge and application.

THE CONCEPTS FOR THIS SUBJECT ARE:

TOPIC 1: PRINCIPLES OF AGRICULTURE

- Anatomy & Physiology
- Plant and Animal Health
- Agricultural Production Skills
- Innovation and Technology

TOPIC 2: ENTERPRISE MANAGEMENT

- Plant and Animal Production
- Marketing Methods
- Business Planning
- Environmental Management

Summary of Assessment: Stage 1 Agriculture	
Assessment Type 1	Assessment Type 2
<p>Agricultural Explorations</p> <ul style="list-style-type: none"> • At least one practical exploration (10 credit) • At least two practical explorations (20 credit) • One science as a human endeavour exploration (10 credit) • Two science as a human endeavour explorations (20 credit) 	<p>Applications</p> <ul style="list-style-type: none"> • At least one (10 credit) • At least two (20 credit)

Stage 1 Agriculture
Agriculture : Structured Workplace Learning
Certificate II : Agriculture AHC 2010

NOTE: Competencies for Certificate II Agriculture are commenced in Year 10 Agriculture and completed in Year 11. Successful competency achievement is dependent on participation and skills development at both the School Ag site and Sims Farm.

CONTENT:

Successful achievement of the Cleve Area School Certificate II in Agriculture covers the following competencies

Compulsory Competencies

- | | |
|--------------|---|
| AHC OHS 201A | Participate in OHS processes |
| AHC WRK 209A | Participate in environmentally sustainable work practices |

Electives

- | | |
|--------------|---|
| AHC LSK 204A | Carry out regular livestock observation |
| AHC LSK 205A | Handle livestock using basic techniques |
| AHC LSK 210A | Muster & move livestock |

AHC INF 202A	Install, maintain and repair fencing
AHC MOM 202A	Operate tractors
AHC MOM 203A	Operate basic machinery & equipment
AHC MOM 205A	Undertake operational maintenance of machinery
AHC CHM 201A	Apply chemicals under supervision
AHC BAC 201A	Assist agricultural crop establishment
AHC BAC 203A	Assist agricultural crop harvesting
AHC SOL 201A	Determine basic properties of soil and/or growing media

ASSESSMENT:

Competencies are assessed throughout the programme at Sims Farm and accredited as modules through TAFE SA. Each Module has an hourly time allocation that converts to SACE credits. (70 hours equates to 10 credits)

Assessment is based on:

- On site learning via routine farm operations
- On site learning via practical workshops
- Completion of written assignments
- Agricultural diary entries
- Photographic / video evidence of task completion.

Stage 1 Biology

Credits 10 (half year) 20 (full year)

In Biology students learn about the cellular and overall 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, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Content

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

- Topic 1: Cells and Microorganisms
- Topic 2: Infectious Disease
- Topic 3: Multicellular Organisms
- Topic 4: Biodiversity and Ecosystem Dynamics

For a 10-credit subject, students study a selection of aspects of at least two of these topics.

Assessment : consists of 4 tasks per semester (10 Credit)

Investigations Folio : at least one practical investigations
one science as a human endeavour investigation

Skills and Applications Tasks : at least one SAT

Stage 1 Business and Enterprise

Credits 10 (half year) 20 (full year)

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

The focus **capabilities** for this subject are communication, citizenship, and learning.

Content

For a 10-credit subject, students undertake:

- *one* core topic
- *two to three* option topics

For a 20-credit subject, students undertake:

- *two* core topics (one per semester)
- *four to six* option studies

Core Topics

- Core Topic 1: Introduction to Business and Enterprise
- Core Topic 2: Business and Enterprise in Practice

Option Topics

- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: the Enterprising Person
- Global Business.

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Practical & Issues Study

Stage 1 Chemistry

Credits 10 (half year) 20 (full year)

In their study of Chemistry, students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Through the study of chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

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

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

□ Topic 4: Mixtures and Solutions
Topic 5: Acid and Bases
Topic 6: Redox Reactions

For a 10-credit subject, students study a selection of aspect of at least three of these topics.

For a 20-credit subject, students study a selection of aspects of all six topics.

Assessment : consists of 4 tasks per semester (10 credits)

Investigations Folio : at least one practical investigations
 one science as a human endeavour investigation

Skills and Applications Tasks : at least one SAT

Stage 1 Community Studies

Credits 10 (half year) 20 (full year)

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment.

In an effort to offer flexible, student-driven learning, Community Studies students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and

achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They are paired with community mentors and experts in their fields of interest to develop their capability to work independently and to apply their skills and knowledge in practical ways in an hands-on environment.

The focus **capabilities** for this subject are communication and citizenship.

Content

Students prepare a contract of work to develop a community activity from any of the following ten areas of study:

- 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.

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types: Contract of Work, Folio, Community Activity & Reflection

Stage 1 Creative Arts

Credits 10 (half year) 20 (full year)

In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music and the visual arts: art and design.

Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, or concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and in vocal groups or other ensembles.

The focus **capabilities** for this subject are communication, learning, and personal development.

Content

For a 10-credit or 20-credit students complete tasks in the following areas of study:

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

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Product & Folio

Stage 1 Design and Technology

Credits 10 (half year) 20 (full year)

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

Stage 1 and Stage 2 Design and Technology provide enrolment options in the following three focus areas:

- Communication Products
- Material Products
- Systems and Control Products

The focus **capabilities** for this subject are personal development, work, and learning.

Stage 1 Design and Technology provides the following enrolment options:

10 credit subjects:

Communication Products I & II

Material Products I & II

Systems and Control Products I & II

20 credit Subjects

Communication Products

Material Products

Systems and Control Products

Content

- *Communication Products* – students use images, sounds, or other data to design and make products that communicate information. Contexts include computer-aided programs, graphics, multimedia, photography, or web-design.
- *Material Products* – students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, ceramics, textiles.

- *Systems and Control Products* – students use devices such as electrical, electronic, mechanical, pneumatic, hydraulic, and interface components including programmable control devices to design and make products. Contexts include computer systems, electrical systems, and mechanical systems.

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks, Folio & Product

Stage 1 Drama
Credits 10 (half year) 20 (full year)

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts, and of Theatre history and dramatic movements. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

The focus **capabilities** for this subject are communication, citizenship, personal development and learning.

Content

Stage 1 Drama consists of the following three areas of study.

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

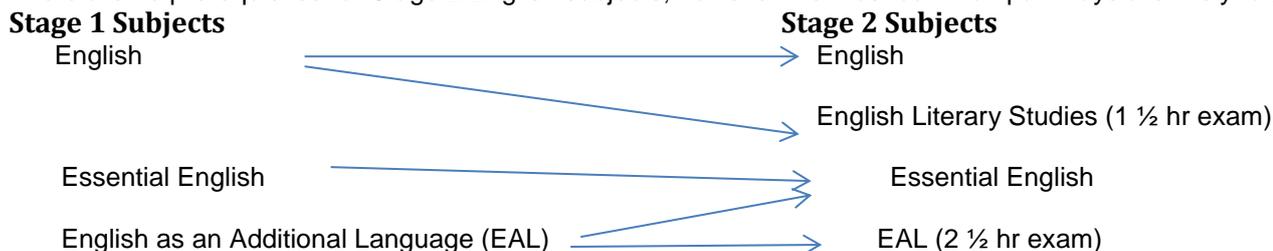
Assessment at Stage 1 is school based. Students demonstrate evidence of their through the following assessments: Performance, Folio & Investigation and Presentation

Stage 1 English / Essential English
Credits 10 (half year) 20 (full year)

With the introduction of the Australian Curriculum to Stage 1 SACE from 2016 the SACE Board will offer the following 3 Stage 1 English Subjects. Further details will be available at subject counselling. Implementation workshops are being run currently to support the teaching of these redeveloped subjects across the state in 2016.

Stage 1 English

There are no prerequisites for Stage 2 English subjects; however the most common pathways are likely to be:



Stage One English Essentials

SUBJECT DESCRIPTION

Essential English is a 10 or 20-credit subject at Stage 1, and a 20-credit subject at Stage 2. In this subject students respond to and create texts, in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

EVIDENCE OF LEARNING

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

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

For a 10-credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal

presentation, and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

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

Stage One English

This is a more in-depth study of literature than English Essentials and requires students to analyse and consider perspectives in texts and how these position their audience. When creating texts students explore text conventions and how these position their audience to show an understanding of purpose, audience and context.

EVIDENCE OF LEARNING

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

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

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

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

Stage 1 Food and Hospitality

Credits 10 (half year) 20 (full year)

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.

The focus **capabilities** for this subject are communication, learning, or work.

Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Content

Students study topics within one or more of the following three areas of study:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Careers

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Group Activity & Investigation

Stage 1 Geography

Credits 10 (half year) 20 (full year)

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They explore contemporary geographical issues, use local fieldwork opportunities, and examine geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies. They appreciate the complexity of our world, the diversity of its

environments, and the challenges and associated opportunities facing Australia and the world. The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

Content

There are three themes and seven topics.

For a 10-credit subject, students study at least 2 topics from one or two of the themes.

For a 20-credit subject, students study at least 4 topics, with at least one topic from each theme.

Theme 1: Sustainable Places

Topic 1: Rural and/or remote places

Topic 2: Urban places

Topic 3: Megacities.

Theme 2: Hazards

Topic 4: Natural Hazards

Topic 5: Biological and Human Induced Hazards.

Theme 3: Contemporary Issues

Topic 6: Local Issues

Topic 7: Global Issues.

Assessment

Assessment: consists of four tasks per semester

- Assessment Type 1: Geographical Skills and Applications (at least two per semester)
- Assessment Type 2: Fieldwork (at least one per semester)

Stage 1 Modern History

Credits 10 (half year) 20 (full year)

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals.

Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Content

Stage 1 Modern History consists of the following topics:

Topic 1: Imperialism

Topic 2: Decolonisation

Topic 3: Indigenous Peoples

Topic 4: Social Movements

Topic 5: Revolution

Topic 6: Elective.

Each topic includes key ideas and concepts that provide a focus for study.

For a 10-credit subject, students study two or more topics, one of which may be an elective topic.

For a 20-credit subject, students study four or more topics, one of which may be an elective topic.

Assessment

Assessment: consists of four tasks per semester

- Assessment Type 1: Historical Skills (three per semester)
- Assessment Type 2: Historical Study (one per semester)
-

Stage 1 Information Processing and Publishing

Credits 10 (half year) 20 (full year)

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

The focus **capabilities** for this subject are communication and learning.

Content

Stage 1 Information Processing and Publishing consists of the following five topics:

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

A 10-credit subject may consist of one or two topics. A 20-credit subject must consist of two or more topics.

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Skills, Product and Documentation & Issues Analysis

Stage 1 Information Technology Credits 10 (half year) 20 (full year)

Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of information technology areas.

The focus **capabilities** for this subject are citizenship, learning, communication, and work.

Content

Stage 1 Information Technology is organised into the following six topics:

- Topic 1: Computer Systems
- Topic 2: Relational Databases
- Topic 3: Application Programming
- Topic 4: Multimedia Programming
- Topic 5: Website Programming
- Topic 6: Dynamic Websites.

A 10-credit subject consists of two topics. A 20-credit subject consists of four topics.

Assessment at Stage 1 is school based. Students demonstrate evidence of their through the following assessment types: Folio, Skills and Applications & Tasks Project

Stage 1 Integrated Learning Credits 10 (half year) 20 (full year)

Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity or context, which leads to a specific purpose, product or outcome. The subject draws links between aspects of students' lives and their learning and is undertaken by a group of students, or a student or students involved in a community group. Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

The focus **capabilities** for this subject are communication, citizenship, personal development, learning, and work.

Content

In the 10-credit subject students undertake one or more of the five key areas of study. In the 20-credit subject students undertake two or more key areas of study. The capabilities form the content of the key areas of study for Integrated Learning.

Key Areas of Study:

- Developing the Capability for Communication
- Developing the Capability for Citizenship
- Developing the Capability for Personal Development
- Developing the Capability for Work
- Developing the Capability for Learning.

The key areas are developed and applied through a practical study. Examples include:

<i>Key Area of Study</i>	<i>Example program focus</i>
Communication	<ul style="list-style-type: none">• Peer Support Program
<ul style="list-style-type: none">• Citizenship	<ul style="list-style-type: none">• Living as an Australian
<ul style="list-style-type: none">• Personal Development	<ul style="list-style-type: none">• Bushwalking
<ul style="list-style-type: none">• Work	<ul style="list-style-type: none">• School Musical

- Learning

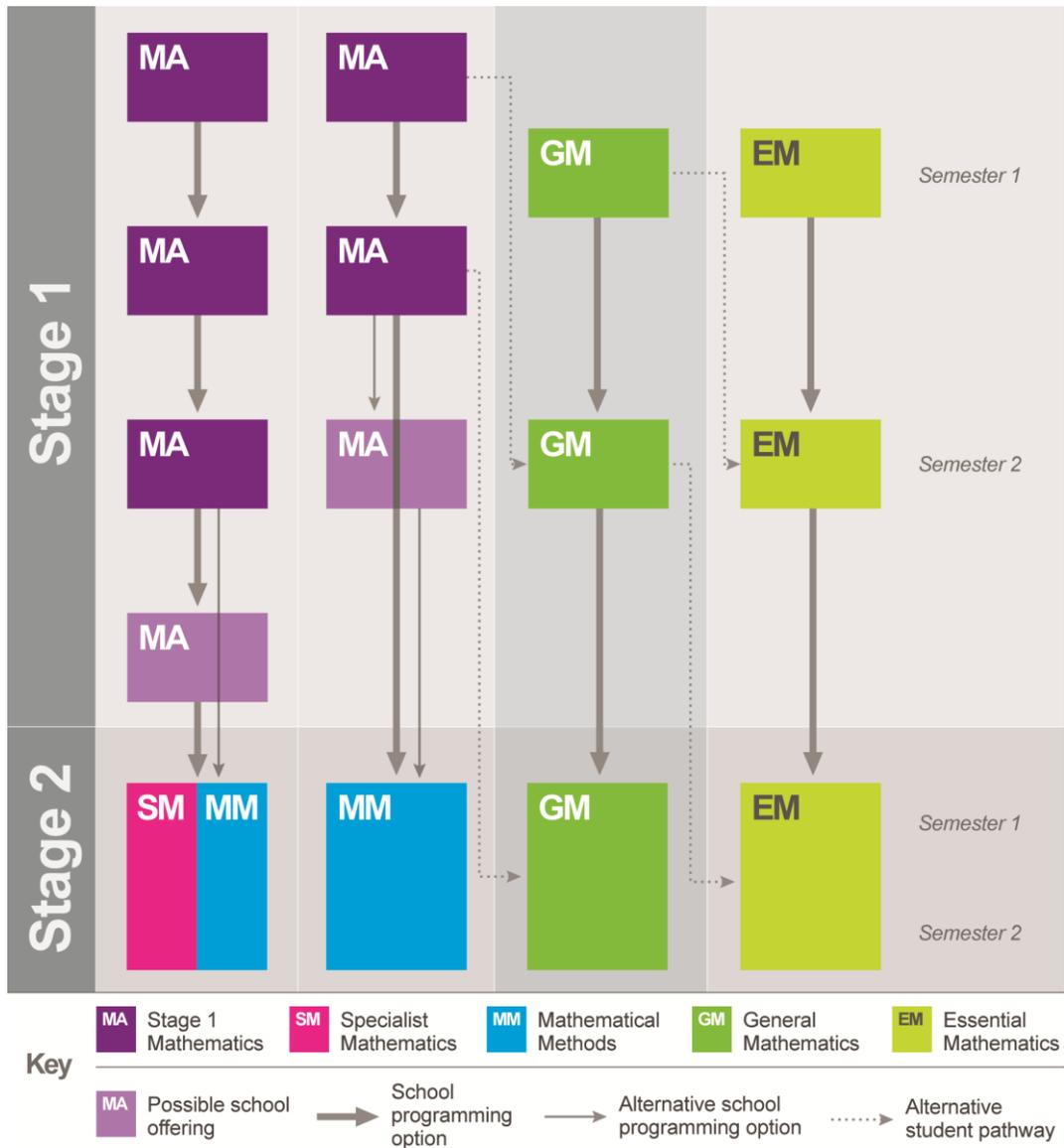
- Study Skills

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Application, Group Activity & Folio and Discussion

Stage 1 Mathematics

Credits 10 (half year) 20 (full year)

The following flowchart illustrates possible pathways for Stage 1 Mathematics to Stage 2.



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

Stage 2 Mathematical Methods can lead to tertiary studies of 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.

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

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

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

Stage 1 Mathematics consists of the following six topics:

- Topic 1: Functions and Graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry
- Topic 4: Counting and Statistics
- Topic 5: Growth and Decay
- Topic 6: Introduction to Differential Calculus

Assessment: consists of four tasks per semester

- Assessment Type 1: Skills and Applications Tasks (at least two per semester)
- Assessment Type 2: Mathematical Investigation (at least one per semester)

Stage 1 Essential Mathematics

Credits 10 (half year) 20 (full year)

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 1 Essential Mathematics consists of the following seven topics:

- Topic 1: Calculations, Time, and Ratio
- Topic 2: Earning and Spending
- Topic 3: Geometry
- Topic 4: Data in Context
- Topic 5: Measurement
- Topic 6: Investing
- Topic 7: Open Topic

Assessment: consists of four tasks per semester

- Assessment Type 1: Skills and Applications Tasks (at least two per semester)
- Assessment Type 2: Mathematical Investigation (at least one per semester)

Stage 1 General Mathematics

Credits 10 (half year) 20 (full year)

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

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

Stage 1 General Mathematics consists of the following seven topics:

- Topic 1: Investing and Borrowing
- Topic 2: Measurement
- Topic 3: Statistical Investigation
- Topic 4: Applications of Trigonometry
- Topic 5: Linear and Exponential Functions and their Graphs
- Topic 6: Matrices and Networks
- Topic 7: Open Topic

Assessment: consists of four tasks per semester

- Assessment Type 1: Skills and Applications Tasks (at least two per semester)
- Assessment Type 2: Mathematical Investigation (at least one per semester)

Stage 1 Media Studies

Credits 10 (Half Year) 20 (Full Year)

In Media Studies, students develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others, and the effect of media on individual and group identity.

Students are involved in discussing and analysing media issues, interacting with media, and creating media products. Students actively engage and interact with media, while learning to make informed choices. The analytical elements of Media Studies support students to develop critical research and analysis skills that may lead to future study or employment pathways.

A 10-credit course will see students study two media topics, or four for a full-year (20 credit) course.

Topics may include:

- Topic 1: Images of Youth in Media
- Topic 2: Making of the News
- Topic 3: Advertising
- Topic 4: Careers in Media
- Topic 5: Creating Multimedia Texts
- Topic 6: Representations in Media
- Topic 7: Media Audiences
- Topic 8: Media and Leisure
- Topic 9: Media and the Global Community.

Or students can negotiate a topic of particular interest to them.

The following assessment types enable students to demonstrate their learning in Stage 1 Media Studies:

- Assessment Type 1: Folio
- Assessment Type 2: Interaction Study
- Assessment Type 3: Product.

For a 10 credit subject, students should provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%. For a 20 credit subject, students should provide evidence of their learning through eight to ten assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

Personal Learning Plan

Credits 10 (half year)

The Personal Learning Plan (PLP) is a compulsory 10-credit subject. The PLP helps students plan for their future by:

- helping them to make informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school
- possible career choices and ideas for community service
- how best to prepare for their career options and other goals.

Students normally begin the PLP in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Students must achieve a C grade or better to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies.

Content:

- The Seven Capabilities
- Personal and Learning Goals
- Suggested Topics.

The purpose of the capabilities is to develop in students the knowledge, skills, and understanding to be successful learners, confident and creative individuals, and active and informed citizens. The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.

The capabilities are:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Personal and Learning Goals

Students identify, explore, and develop personal and learning goals, and strategies to achieve them. They learn a variety of ways to plan to achieve their personal and learning goals by, for example: selecting subjects, courses, and other learning relevant to pathways through and beyond school investigating possible career choices.

Suggested Topics

Teachers, together with their students, select areas for study. They can choose a whole topic, elements from one or more of the suggested topics, or they can develop new topics. The suggested topics help students to:

- understand the capabilities
- develop their selected capability or capabilities
- identify, explore, develop, refine, and review their personal and learning goals.

Assessment at Stage 1 is school-based.

Assessment Type 1 : Folio

Students produce two or three pieces of evidence using a variety of forms, such as:
a plan, a flowchart, a resumé, a diary, an electronic portfolio, an interview or discussion notes or records.

Assessment Type 2 : Review

Students produce at least one piece of evidence using a variety of forms, such as:

a revised statement of personal and learning goals and commentary on the proposed strategies to achieve them,
an oral presentation, a multimedia presentation, a round-table discussion, a notebook, a feedback form, a personal web page.

Stage 1 Physical Education

Credits 10 (half year) 20 (full year)

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. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

The focus **capabilities** for this subject are communication, learning, and personal development.

Content

Practical Skills and Applications

For a 10-credit subject, students complete two or three practicals.

For a 20-credit subject, students complete four to six practicals.

Principles and Issues (consists of the following two areas of study)

1. The Nature of Physical Activity

This area of study requires an experimental, analytical approach to physical activity and well-being. Topics include:

- body systems
- fitness
- human physical performance
- participation in physical activity
- sports injuries
- training principles and methods

2. Issues Analysis

Students analyse issues that are relevant to local, national or global communities through topics of interest to them. Topics focus on physical activity and could include:

- alcohol, tobacco and other drugs
- children
- corruption
- cultural diversity
- fitness
- disability
- equal opportunity
- gender
- health risk factors
- play education
- professionalism in sport
- safety,
- risk management
- sport in society sports injuries

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical & Folio

Stage 1 Physics

Credits 10 (half year) 20 (full year)

Physics may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1 and as a 20-credit subject at Stage 2.

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

Content

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

- Topic 1: Linear Motion and Forces
- Topic 2: Electric Circuits
- Topic 3: Heat
- Topic 4: Energy and Momentum
- Topic 5: Waves
- Topic 6: Nuclear Models and Radioactivity

For a 10-credit subject, students study a selection of aspects of at least three of these topics. For a 20-credit subject, students study a selection of aspects of all six topics.

Assessment : consists of 4 tasks per semester (10 credits)

Investigations Folio : at least one practical investigation per semester

one science as a human endeavour investigation per semester.

Skills and Applications Tasks : at least one per semester

Stage 1 Visual Arts			
Subjects	Visual Arts – Art (Stage 1)	Credits	10 (half year) 20 (full year)
	Visual Arts – Design (Stage 1)	Credits	10 (half year) 20 (full year)

In Visual Arts, students express ideas through practical work, using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works within their cultural and historical contexts.

The broad area of Visual Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

The focus **capabilities** for this subject are communication and personal development.

Content

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

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types. Folio, Practical & Visual Study

Stage 1 Workplace Practices

Credits 10 (half year) 20 (full year)

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

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

The focus **capabilities** for this subject are personal development, work, and learning.

Content

Stage 1 Workplace Practices comprises three focus areas of study:

- Industry and Work Knowledge
- Vocational Education and Training (VET)
- Vocational Learning

For both a 10-credit and 20-credit subject at Stage 1 students must include the following areas of study:

- Industry and Work Knowledge, and
- Vocational Learning and/or Vocational Education and Training (VET)

For a 10-credit subject, students undertake *two* topics.

For a 20-credit subject, students undertake *four* topics.

Topics

Topic 1: Future Trends in the World of Work

Topic 4: Career Planning

Topic 2: The Value of Unpaid Work to Society

Topic 5: Negotiated Topics.

Topic 3: Workers' Rights and Responsibilities

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following three assessments: Folio, Performance & Reflection

Stage 2 Subjects – SACE

Agriculture and Horticulture	29
Agriculture and Horticulture Science – Community Studies Focus	29
Biology	30
Business and Enterprise	30
Chemistry	31
Child Studies	31
Community Studies A	31
Community Studies B	32
Creative Arts	32
Cross-disciplinary Studies	32
Design and Technology	33
Drama	34
English Literary Studies	35
English	35
Essential English	36
Food and Hospitality	36
Geography	36
History Australian	37
Information Processing and Publishing	37
Integrated Learning - Sports Studies	38
Mathematics: Essential	38
Mathematics: General	39
Mathematics: Methods	39
Media Studies	40
Physical Education	40
Physics	41
Research Project	42
Visual Arts	43
Workplace Practices	44

Stage 2 Agriculture and Horticulture

Credits 10 (half year) 20 (full year)

Stage 2 Agriculture and Horticulture can be studied as a 10-credit subject or a 20-credit subject and provides the opportunity for students to study up to three of the following five subjects:

- Agricultural and Horticultural Principles
- Agricultural and Horticultural Management
- Agricultural and Horticultural Enterprise
- Agricultural and Horticultural Applied Technologies
- Agricultural and Horticultural Studies.

Currently, Ag and Horticulture Management and Ag and Horticultural Technologies are offered. Both subjects make extensive use of Sims Farm as well as community resources. Learning predominantly practical based, hands-on learning activity experienced during routine Sims Farm operations, trips and camps (where possible).

Agricultural and Horticultural Principles – This subject focuses on the scientific and technological principles of agricultural and horticultural management, practice, and production.

Agricultural and Horticultural Management – This subject focuses on the efficient management of agricultural and horticultural activities. The management of plant systems or animal systems covers production practices, planning and decision-making, physical and financial record-keeping, marketing methods, and the care and maintenance of local environments.

Agricultural and Horticultural Enterprise – This subject focuses on agribusiness and agricultural and horticultural enterprises. It covers the ways in which primary goods are produced, processed, value-added, and marketed, what an enterprise looks like, and how businesses are structured and operate.

Agricultural and Horticultural Applied Technologies – This subject focuses on the types of applied technologies involved in daily practice in agricultural and horticultural production. Students learn to use and maintain these technologies, and to explore new technological developments as they emerge.

Agricultural and Horticultural Studies – This subject brings together elements of each of the other four Stage 2 Agriculture and Horticulture subjects.

<i>School-based Assessment</i>	Practical Skills	35%
	Skills and Applications Tasks	35%
<i>External Assessment</i>	Investigation	30%

The investigation is a report of up to a maximum of 1000 words for a 10-credit subject, and up to a maximum of 2000 words for a 20-credit subject.

The investigation is double marked, firstly by the student's teacher, and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to performance standards.

Stage 2 Agriculture and Horticulture - Community Studies Focus

Credits 20 (full year)

Offered as a full year subject.

This subject provides an opportunity for students to complete a course of study where the focus is on Agriculture and its relationship with the local community.

Agriculture and Horticulture Community Studies requires students to undertake regular work at Sims Farm, and to document their work photographically and in writing. Students describe the links that Sims Farm has with Cleve and the wider community, and the completed portfolio is presented to the Sims farm Operations Association Incorporated for review. This is in addition to school based and external assessment.

Stage 2 Biology

Credits 20 (full year)

Content

Stage 2 Biology is organised around the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems.

Each theme is divided into the following six threads:

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

Assessment

<i>School-based Assessment</i>	Investigations Folio	40%
	Skills and Applications Tasks	30%
<i>External Assessment</i>	Examination (3 hours)	30%

Stage 2 Business and Enterprise

Credits 10 (half year) 20 (full year)

Content

For a 10-credit subject, students undertake:

- the core topic
- *one* option topic

For a 20-credit subject, students complete the study of:

- the core topic
- *two* option topics

Core Topic: The Business Environment

- Business in Australia
- The Nature and Structure of Business

- The Business Enterprise

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.

Assessment (10-credit subject)

<i>School-based Assessment</i>	Folio	40%
	Practical	30%
<i>External Assessment</i>	Issues Study	30%

The issues study is a written report of up to a maximum of 1000 words. Students identify and investigate a relevant current issue or emerging trend in business and enterprise.

Assessment (20-credit subject)

<i>School-based Assessment</i>	Folio	30%
	Practical	20%
	Issues Study	20%
<i>External Assessment</i>	Report	30%

The report is up to a maximum of 2000 words in length and can be

either

- a situation analysis that outlines the present state of an existing small- to medium-sized business, and that examines aspects such as market, competitors, staff, and business structure.
- or*
- an enterprise report which involves the evaluation of a small business enterprise that the student has established themselves, and describes the business plan and other aspects associated with running the enterprise.

Stage 2 Chemistry

Credits 20 (full year)

Content

Stage 2 Chemistry is organised so that each intended student learning is related to a key chemical idea or concept within five topics. Through the study of these key ideas and concepts students develop their chemistry investigation skills.

Topics:

- 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

<i>School-based Assessment</i>	Investigations Folio	40%
	Skills and Applications Tasks	30%
<i>External Assessment</i>	Examination (3 hours)	30%

Stage 2 Child Studies

Credits 10 (half year) 20 (full year)

The Stage 2 subject focuses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management, and practical skills.

Content: Students study topics within one or more of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Practical and Legal Influences
- Socio-cultural Influences
- Technological Influences

A 10-credit subject includes two or three areas of study.

A 20-credit subject includes all five areas of study.

Assessment

<i>School-based Assessment</i>	Practical Activity	50%
	Group Activity	20%
<i>External Assessment</i>	Investigation	30%

The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject, and 1000 words for the 10-credit subject. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

Stage 2 Community Studies A

Credits 10 (half year), 20 (full year)

Content :

Students prepare a contract of work to develop a community activity from the following ten areas of study:

- 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.

Assessment

<i>School-based Assessment</i>	Contract of Work	Folio	Presentation
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<i>External Assessment</i>	Reflection
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The reflection is a piece of writing of up to a maximum of 500 words, or the equivalent in multimedia format, for a 10-credit subject; and up to a maximum of 1000 words, or equivalent in multimedia format for a 20-credit subject.

After completing the community activity and receiving feedback from their community contact and others, students reflect on what they have learnt and the value of their community activity to themselves and to the community. This summary and reflection may be presented in written format, or a combination of written, visual, and oral modes using digital communications.

Stage 2 Community Studies B

Credits 10 (half year), 20 (full year)

Content :

Stage 2 Community Studies B may be undertaken as a 10-credit subject or a 20-credit subject. Students may undertake more than one Community Studies subject, but only one enrolment per field of study.

In developing an individual program of learning students will base their learning on the knowledge, skills, and understanding described in a field of study in a Board-accredited SACE Stage 2 subject. Each student will show evidence of learning against some of the learning requirements described in a selected Stage 2 subject, and will also demonstrate learning through a community application activity that is based on the selected subject. Each individual program of learning is placed within one of the following fields of study:

- Humanities and the Community
- Science, Technology, Engineering, and Mathematics (STEM) and the Community
- Interdisciplinary Learning and the Community.

Assessment

School Assessment (70%)

- Assessment Type 1: Folio – at least two tasks (10 credit), at least five tasks (20 credit)

External Assessment (30%)

Assessment Type 2: Community Application Activity – Report and Reflection

Stage 2 Creative Arts

Credits 10 (half year) 20 (full year)

Content

For a 10-credit or 20-credit subject students complete tasks in the following areas of study:

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

Assessment:

<i>School-based Assessment</i>	Product	50%
	Investigation	20%
<i>External Assessment</i>	Practical Skills	30%

Students conduct a focused exploration and application of skills appropriate to their preferred area of the creative arts.

For a 10-credit subject, the practical skills and evaluation should include documentation that includes up to a maximum of 8 pieces of evidence that best illustrate the key phases of skills development. The evaluation should be up to a maximum of 400 words if written, or up to 4 minutes for an oral recorded communication.

For a 20-credit subject, the practical skills and evaluation should include documentation that includes up to a maximum of 15 pieces of evidence that best illustrate the key phases of skills development. The evaluation should be up to a maximum of 800 words if written, or up to 8 minutes for an oral recorded communication.

Stage 2 Cross-disciplinary Studies

Credits 10 (half year) 20 (full year)

Content

The content of Stage 2 Cross-disciplinary Studies is built around the learning interest and an understanding of the contributing disciplines and the relevant capabilities.

Students cover the following phases as part of their program:

- Scoping of the learning interest
- Understanding and application of knowledge and skills to develop the learning interest
- Analysis and reflection on learning.

Assessment: 10-credit either

<i>School-based Assessment</i>	Folio	30%
	Group Project	20%
	Presentation and Discussion	20%
<i>External Assessment</i>	Analytical Response	30%

or

<i>School-based Assessment</i>	Folio	30%
	Either Group Project or Presentation and Discussion	40%
<i>External Assessment</i>	Analytical Response	30%

Assessment: 20-credit

<i>School-based Assessment</i>	Folio	30%
	Group Project	20%
	Presentation and Discussion	20%
<i>External Assessment</i>	Analytical Response	30%

Under the supervision of the teacher students undertake an analytical response to a source of information that relates to one or more aspects of their learning interest.

For a 10-credit subject, students undertake one analytical response of 60 minutes.

For a 20-credit subject, students undertake two analytical responses of 60 minutes each.

Stage 2 Design and Technology

Credits 10 (half year) 20 (full year)

10 credit subjects:

Communication Products I & II
Material Products I & II
Systems and Control Products I & II

20 credit Subjects

Communication Products
Material Products
Systems and Control Products

Content

- *Communication Products* – students use symbols, signs, behaviour, speech, images, sound, or other data to design and make products that communicate information. Students demonstrate knowledge and skills associated with using manipulation of communication media, both manual and digital.
- *Material Products* – Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood, composites, ceramics, textiles, and foods.
- *Systems and Control Products* – Students use devices such as electrical, electronic, mechanical, pneumatic, hydraulic, interface components and programmable control devices to design and make products. Students demonstrate knowledge and skills associated with using materials, control systems, and processes.

Assessment

<i>School-based Assessment</i>	Skills and Applications Tasks	20%
	Product	50%
<i>External Assessment</i>	Folio	30%

Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:

- Part 1: Documentation and Analysis of the Design Process
- Part 2: Evaluation of the Realised Product

Documentation and Analysis of the Design Process

- For a 10-credit and a 20-credit subject, students document investigation and planning skills.
- For a 20-credit subject *only* — when documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

Evaluation of the Realised Product

- For a 10-credit subject, students provide up to 8 pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluating. The evidence should include up to a maximum of 500 words or 4 minutes of recorded oral explanation, analysis and evaluation.

- For a 20-credit subject, students provide up to 15 pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include up to a maximum of 1000 words or 8 minutes of recorded oral explanation, analysis, and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.

Stage 2 Drama
Credits 10 (half year) 20 (full year)

Content

Stage 2 Drama consists of the following four areas of study.

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

Assessment

<i>School-based Assessment</i>	Group Presentation	20%
	Folio	30%
	Interpretative Study	20%
<i>External Assessment</i>	Performance	30%

10-credit subject

For a 10-credit subject, students undertake:

- *one* assessment from *either* the Group Presentation *or* one assessment from the Interpretive Study
- *one* report *or* two reviews from the Folio
- *one* assessment from the Performance.

20-credit subject

For a 20-credit subject, students undertake:

- *one* assessment from the Group Presentation
- at *least three* assessments from the Folio
- *one* report and *two* reviews from the Interpretative Study
- *one* assessment from the Performance

Supporting evidence for the school-based assessment component from, for example, performances, presentations, oral presentations, staged readings, round table presentations, workshops or discussions, should be recorded on DVD to provide evidence for the moderation purposes.

Students are involved in either:

- a group performance or presentation, *or*
- an individual performance or presentation.

Group Performance or Presentation

Each student is assessed on either a focused performance (on-stage role) or a presentation (off-stage role). On-stage performers should present a focused performance of between 10 and 15 minutes. Students who work off-stage should spend up to 15 minutes presenting evidence relevant to their specific off-stage role.

Students must not duplicate work undertaken in other areas of the subject. However, the work may be an extension of the ideas, genres, styles and/or influences explored in assessment types 1, 2, or 3.

Student's involvement in the group performance or presentation may be in one or more of the following areas:

- Acting
- Design (set, costume, make-up, lighting, sound, publicity and promotions)
- Dramaturgy
- Front-of-house
- Multimedia/Film and video
- Stage management.

or

Individual Performance or Presentation

Students present a performance or presentation of up to 15 minutes, in whatever practitioner role they have chosen, which demonstrates their application of the knowledge and skills they have acquired through their area of study.

The focus of performance or presentation could take inspiration from a range of influences such as a poem, novel, song, piece of music, ritual, play text, genre, or style of theatre or from dramatic practitioner(s). Students are encouraged to consider ways of making their performance or presentation dramatic in nature. The performance or presentation can take many forms including audio, songs, music, pod casts, film/video, live performance, Power Point presentation, photographs, sketches, diagrams, displays, staged readings, collages, DVDs, CD-ROMS, written formats or a combination of these formats. The presentation will include an analysis and discussion of the process the student has undergone to reach the outcome.

Students may use any medium (or combination of media) in their presentation. Students should ensure that their project sits firmly within the scope of the dramatic arts and does not overlap with other areas such as dance, music, or art.

Student's involvement in the individual performance or presentation may be in one or more of the following areas:

- Acting
- Design (set, costume, make-up, lighting, sound, publicity and promotions)
- Dramaturgy
- Front-of-house
- Multimedia/Film and video
- Stage management.
- Scriptwriting
- Directing*.

Stage 2 English Literary Studies

Credits 10 (half year) 20 (full year)

English Literary Studies is a 20-credit subject at Stage 2.

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

EVIDENCE OF LEARNING

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Text Study:
 - Part A: Comparative Text Study (15%)
 - Part B: Critical Reading (15%): A 90-minute examination developed by the SACE Board.

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

- up to five responses to texts
- two created texts
- two tasks for the text study (one comparative text study and one critical reading).

Stage 2 English

Credits 10 (half year) 20 (full year)

English is a 20-credit subject at Stage 2.

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

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

EVIDENCE OF LEARNING

School Assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

- Assessment Type 3: Comparative Analysis (30%).

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

Students complete:

- three responses to texts
- four created texts (one of which is a writer's statement)
- one comparative analysis.

Stage 2 Essential English

Credits 10 (half year) 20 (full year)

Essential English is a 20-credit subject at Stage 2.

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

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Essential English:

School Assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

- Assessment Type 3: Language Study (30%)

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

- three assessments for responding to texts
- three assessments for creating texts
- one language study.

Stage 2 Food and Hospitality

Credits 10 (half year) 20 (full year)

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Content

Students study topics within one or more of the following five areas of study:

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

A 10-credit subject includes at least two areas of study. A 20-credit subject includes all five areas of study.

Assessment

School-based Assessment

Practical Activity 50%

Group Activity 20%

External Assessment

Investigation 30%

The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject, and 1000 words for the 10-credit subject. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

Stage 2 Geography

Credits 20 (full year)

Content

Stage 2 Geography consists of:

- a compulsory core topic
- two option topics from a choice of 12

Core Topic: Population, Resources, and Development

Students are introduced to the processes involved in population change and become aware of the impacts of population and consumption on the environment.

Option Topics

Students must study issues related to *two* of the following options topics:

- Option Topic 1: Urbanisation
- Option Topic 2: Rural Places
- Option Topic 3: Tourism
- Option Topic 4: Sources and Use of Energy
- Option Topic 5: Coasts
- Option Topic 6: Biodiversity
- Option Topic 7: Climate Change
- Option Topic 8: Soils
- Option Topic 9: Environmental Hazards
- Option Topic 10: Globalisation
- Option Topic 11: Drylands
- Option Topic 12: Negotiated Topic.

The option topics are assessed through fieldwork activities and inquiries.

Assessment

<i>School-based Assessment</i>	Fieldwork	25%
	Inquiry	20%
	Folio	25%
<i>External Assessment</i>	Examination	30%

Students undertake a 2-hour written examination that focuses on the core topic. The examination consists of short-answer and extended-answer questions on knowledge, skills, application, and analysis of issues.

Stage 2 Australian History

Credits 20 (full year)

Content

Students study:

- one topic from a choice of six thematic studies
- one topic from a choice of five depth studies
- an individual history essay

Thematic Study: Topics:

- Contact and Resistance: Indigenous Australians and the Colonial Experience, 1788 to the Present.
- The Bush Experience and Survival on the Land: Agriculture, Pastoralism and Mining, 1788 to the Present.
- Australia's Foreign Policy, 1890 to the Present.
- Searching for Ideal Societies and Nations, c. 1880 to 1914, and 1966 to the Present.
- The Unwanted, the Seekers, and the Achievers: Migration to Australia, 1830 to the Present.
- Living in Australia, 1788 to the Present.

Depth Study: Topics:

- Women in Australia: Myths, Experiences, Roles, and Influences, 1788 to the Present.
- Remembering Australians in Wartime: Experiences and Myths, 1880 to the Present.
- The Lucky Country? Prosperity, Depression, and Recession, 1850 to the Present.
- The Radical Experiment: A Social, Political, Economic, and Cultural History of South Australia, 1836 to the Present.
- Experiencing the Northern Territory: A Social, Political, Economic, and Cultural History of the Northern Territory, 1824 to the Present.

Individual History Essay: Students choose a key area for inquiry from any of the eleven topics.

Assessment

<i>School-based Assessment</i>	Folio	50%
	Essay	20%
<i>External Assessment</i>	Examination	30%

The 3-hour external examination consists of three parts:

Part 1: Thematic Study

This part of the examination will focus on the key areas for inquiry in the thematic study. Students are required to answer one essay question.

Part 2: Depth Study

This part of the examination will focus on the key areas for inquiry in the depth study.

Students are required to answer one essay question.

Part 3: Sources Analysis

The part of the examination will focus on the skills of sources analysis. Students are required to answer the sources analysis question in Part 3.

Stage 2 Information Processing and Publishing

Credits 10 (half year) 20 (full year)

Content

Stage 2 Information Processing and Publishing consists of the following four focus areas:

- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents.

For a 10-credit subject, students undertake *one* of the focus areas listed above.

For a 20-credit subject, students undertake *two* of the focus areas listed above.

Assessment (10-credit subject)

<i>School-based Assessment</i>	Practical Skills	50%
	Issues Analysis	20%
<i>External Assessment</i>	Product and Documentation	30%

Assessment (20-credit subject)

<i>School-based Assessment</i>	Practical Skills	40%
	Issues Analysis	30%
<i>External Assessment</i>	Product and Documentation	30%

Students complete one Product and Documentation task that may come from either one focus area or the integration of two focus areas.

Students complete, for an identified audience, a text based Product that demonstrates knowledge and use of the four parts of the designing process: investigating, devising, producing, and evaluating. The completed Product should be at least 3 pages in length, or the equivalent, for a 10 credit subject; and 5 pages in length, or the equivalent, for a 20-credit subject.

There must be adequate text to demonstrate use of design elements. The designing process must be covered in separate Documentation, of up to a maximum of 1500 words, which must be submitted with the completed product.

Stage 2 Integrated Learning – Sports Studies

Credits 10 (half year) 20 (full year)

This course is recommended for students who have a keen interest in sport and physical activity. Students will negotiate 3 practical activities to complete throughout the year. Students are required to work collaboratively with others to plan, organize, implement and evaluate a coaching module. Each student will be required to complete an Individual Negotiated Project. E.g. fitness program, nutritional plan, issue analysis, overnight bushwalk. Throughout the year students will complete a journal reflecting on their skills and development as an athlete.

The focus capabilities for this subject are personal development and learning.

Content : Theory

- Organizing Practical Sessions
- Reflection Report / Journal
- Negotiated Project
- Evidence Folio
- Collaborative Activity

Practical: a range of 3 activities to be negotiated

Assessment

<i>School Based Assessment</i>	Practical	30%
	Group Activity	20%
	Folio & Discussion	20%
<i>External Assessment</i>	Negotiated Project	30%

Stage 2 Essential Mathematics

Credits 20 (full year)

Stage 2 Essential Mathematics is a 20-credit subject.

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Content : Stage 2 Essential Mathematics consists of the following six topics:

- Topic 1: Scales, Plans, and Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investments and Loans
- Topic 6: Open Topic

Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

Assessment

<i>School Assessment</i> Type 1 :	4 Skills and Applications Tasks	30%
<i>School Assessment</i> Type 2 :	3 Mathematical; Investigations	40%
<i>External Assessment</i> Type 3:	1 Examination on Topic 2, 4 & 5	30%

The examination is set by the SACE Board and is 2 hours long.

Students will have access to the appropriate technology during the examination.

Stage 2 General Mathematics

Credits 20 (full year)

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

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

Content : Stage 2 General Mathematics consists of the following six topics:

- 1. Modelling with Linear Relationships
- 2. Modelling with Matrices
- 3. Statistical Models
- 4. Financial Models
- 5. Discrete Models
- 6. Open Topic
- Students study five topics from the list of six topics above. All students must study topics 1, 3, 4, and 5.

Assessment

<i>School Assessment</i> Type 1 :	5 Skills and Applications Tasks	40%
<i>School Assessment</i> Type 2 :	2 Mathematical; Investigations	30%
<i>External Assessment</i> Type 3:	1 Examination on Topics 3, 4 & 5	30%

The examination is set by the SACE Board and is 2 hours long.

Students will have access to the appropriate technology during the examination.

Stage 2 Mathematical Methods

Credits 20 credit (full year)

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

Mathematical Methods 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. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics

Content : Stage 2 Mathematical Methods consists of the following six topics:

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

Assessment

<i>School Assessment</i> Type 1 :	6 Skills and Applications Tasks	50%
<i>School Assessment</i> Type 2 :	1 Mathematical; Investigation	20%
<i>External Assessment</i> Type 3:	1 Examination	30% (3 hours)

Students undertake a 3-hour external examination based on the subtopics and key questions and key ideas outlined in the six topics. The examination will consist of a range of questions, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation. Students will have access to the appropriate technology during the examination.

Stage 2 Media Studies

Credits 20 (Full Year)

The focus of Media Studies is on exploring the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media provide views of world events, interpretations of the world, and entertainment. Students consider how media can exert a significant influence on the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct their identity, make economic choices, develop political ideas, and spend their leisure time. Media contribute to the formation of cultural identity because they are central to everyday life.

In Media Studies, students develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others, and the effect of media on individual and group identity.

In this subject, students are expected to:

1. communicate informed responses to local, national, and global media issues
2. research and analyse media texts and contexts
3. analyse the ways in which societies are represented by media
4. analyse their own and others' interactions with media
5. reflect on aspects of the dynamics of the media industry
6. apply knowledge of forms, contents, contexts, and audiences to design and produce creative, practical media texts.

Students, in negotiation with their teacher, choose three of the following fourteen topics for study:

Topic 1: Photojournalism	Topic 8: Short Films
Topic 2: Documentaries	Topic 9: Advertising and Audiences
Topic 3: Cult Television/Film	Topic 10: Globalisation and Media
Topic 4: Music and Media	Topic 11: Youth and Media
Topic 5: The Internet	Topic 12: Children and Media
Topic 6: Television Genres	Topic 13: Media Ethics and Regulation
Topic 7: Community Media	Topic 14: Cultural Diversity in Media.

The following assessment types enable students to demonstrate their learning in

Stage 2 Media Studies:

School Assessment (70%)	External Assessment (30%)
Assessment Type 1: Folio (30%)	Assessment Type 3: Investigation (30%).
Assessment Type 2: Product (40%)	

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

- two or three media exploration assessments, and one media interaction study for the folio
- two media products, each of which is supported by a producer's statement
- one investigation.

Stage 2 Physical Education

Credits 20 (full year)

The focus capabilities for this subject are communication, personal development and learning.

Content

Stage 2 Physical Education consists of two key areas of study and related key concepts:

Practical Skills and Applications

Students complete *three* practicals that are balanced across a range of individual, fitness, team, racket, aquatic, and outdoor activities and that cater for the different skills, interests of the students.

Principles and Issues consists of the following three topics

Exercise Physiology and Physical Activity

Key Concept 1: The sources of energy affecting physical performance

Key Concept 2: The effects of training and evaluation on physical performance

Key Concept 3: The specific physiological factors affecting performance

The Acquisition of Skills and the Biomechanics of Movement

Key Concept 1: Skill acquisition

Key Concept 2: Specific factors affecting learning

Key Concept 3: The effects of psychology of learning on the performance of physical skills

Key Concept 4: The ways in which biomechanics improve skilled performance

Issues Analysis

Students analyse and interpret their findings from investigating a chosen issue.

Topics include, for example:

- commercialism
- culture/race relations
- equity
- gender
- media
- professionalism
- patterns of physical activity
- sport in the Australian context
- the Paralympics
- the science of drugs
- technology

Assessment

<i>School-based Assessment</i>	Practical	50%
	Folio	20%
<i>External Assessment</i>	Examination	30%

Students undertake a 2-hour external examination consisting of Short-answer and Extended-response Questions. The examination covers the content of the 'Exercise Physiology and Physical Activity' and 'The Acquisition of Skills and the Biomechanics of Movement' topics.

Stage 2 Physics
Credits 20 (full year)

Content

Stage 2 Physics is organised into four sections. Each section is divided into four topics. Each topic includes an application.

<p><i>Section 1: Motion in Two Dimensions</i></p> <p>Topic 1: Projectile Motion</p> <p><i>Application:</i> Projectiles in Sport</p> <p>Topic 2: Uniform Circular Motion</p> <p><i>Application:</i> The Banking of Road Curves</p> <p>Topic 3: Gravitation and Satellites</p> <p><i>Application:</i> Weather and Communication Satellites</p> <p>Topic 4: Momentum in Two Dimensions</p> <p><i>Application:</i> Spacecraft Propulsion</p>	<p><i>Section 2: Electricity and Magnetism</i></p> <p>Topic 1: Electric Fields</p> <p><i>Application:</i> Photocopiers and Laser Printers</p> <p>Topic 2: The Motion of Charged Particles in Electric Fields</p> <p><i>Application:</i> The Use of Electric Fields in Cyclotrons</p> <p>Topic 3: Magnetic Fields</p> <p><i>Application:</i> The Moving-coil Loudspeaker</p> <p>Topic 4: The Motion of Charged Particles in Magnetic Fields</p> <p><i>Application:</i> The Use of Magnetic Fields in Cyclotrons</p>	<p><i>Section 3: Light and Matter</i></p> <p>Topic 1: Electromagnetic Waves</p> <p><i>Application:</i> Laser Airborne Depth Sounder (LADS)</p> <p>Topic 2: The Interference of Light</p> <p><i>Application:</i> Compact Discs and DVDs</p> <p>Topic 3: Photons</p> <p><i>Application:</i> The Use of X-rays in Medicine</p> <p>Topic 4: Wave Behaviour of Particles</p> <p><i>Application:</i> Electron Microscopes</p>	<p><i>Section 4: Atoms and Nuclei</i></p> <p>Topic 1: The Structure of the Atom</p> <p><i>Application:</i> Lasers</p> <p>Topic 2: The Structure of the Nucleus</p> <p><i>Application:</i> The Production of Medical Radioisotopes</p> <p>Topic 3: Radioactivity</p> <p><i>Application:</i> Positron Emission Tomography (PET)</p> <p>Topic 4: Nuclear Fission and Fusion</p> <p><i>Application:</i> Fission Nuclear Power</p>
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Assessment

<i>School-based Assessment</i>	Investigations Folio	30%
	Skills and Applications Tasks	40%
<i>External Assessment</i>	Examination	30%

Students undertake a 3-hour written examination consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response, and graphical interpretation. Questions will cover all topics, including the applications and experimental skills, and some may require students to integrate their knowledge from a number of topics.

An equation sheet will be included in the examination question booklet.

For Cleve students this subject would be by local delivery or Open Access

Stage 2 Research Project Credits 10

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a 'C' grade or better to achieve the SACE.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:

- community-based projects
- technical or practical activities
- work-related research
- subject-related research.

In this subject, students will have opportunities to develop one or more of the seven capabilities:

- Literacy
- Numeracy
- Information and Communication Technology Capability
- Critical and Creative thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Depending on the external assessment chosen students receive a result in one of two forms:

PTO

Research Project A has an external assessment that may be undertaken in a range of formats.

Research Project B, which has an external assessment (1500 words) that must be undertaken in written form, is for students wishing to include the subject in the calculation of their Australian Tertiary Admissions Rank (ATAR).

Content

The content in the Stage 2 Research Project includes:

- one or more of the seven capabilities
- research skills.

Assessment

<i>School-based assessment</i>	Folio (30%) & Outcome (40%)
<i>External assessment</i>	Review (A) 30% or Evaluation (B) 30%

The learning capability will be an integral part of all students' research projects and thus will be part of the school-based assessment component.

Students select one or more of the capabilities that they consider to be particularly relevant to their research project for development and demonstration. The demonstration, development, and evaluation of the selected capability will be incorporated in the external assessment of this subject.

Information on the External Assessment

Students are required to provide an evaluation of their project, that is, to review and reflect on the development and demonstration of the selected capability (i.e. communication citizenship, personal development, or work), the research processes used, and their findings.

The student's evaluation of his or her research project is an opportunity to review and evaluate his or her learning at each phase of the research framework and to reflect on the overall learning experience. Students should include in the evaluation:

- an explanation of how their thinking has been challenged
- an evaluation of the selected capability (i.e. citizenship, personal development, or work) and its relevance to their research project

- a reflection on the value of their research project to themselves and others
- an assessment of the strengths and limitations of the research processes, new ideas, new insights, and findings.

Students submit a written summary with the evaluation for assessment. The summary (150 to 200 words) is an opportunity for students to summarise succinctly the focus of their research project, research processes used, and their findings. The written summary helps to provide a context for the external assessor.

Research Project A: One Format or a Combination of Written, Visual, or Oral Formats

Students choose whether they present their evaluation in one format or in a combination of written, visual, or oral formats. Students choose the best way to present their particular evidence of evaluation (e.g. multimedia recording, printed document) for external assessment.

The evaluation, no matter the form of presentation, should not exceed 1500 words or 10 minutes of recorded multimedia material or equivalent (excluding the written context statement).

Research Project B: Common Written Component for Tertiary Entrance Rank (ATAR)

Students who wish to count their score in this subject towards the ATAR must present their final evaluation evidence in written form. The common written assessment component can include visual material such as photographs and diagrams integrated into the written text, which should be a maximum of 1500 words, excluding the written context statement.

Stage 2 Visual Arts			
Subjects	Visual Arts – Art (Stage 2)	Credits	10 (half year) 20 (full year)
	Visual Arts – Design (Stage 2)	Credits	10 (half year) 20 (full year)

Content

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

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

PTO

Assessment

<i>School-based Assessment</i>	Folio	40%
	Practical	30%
<i>External Assessment</i>	Visual Study	30%

A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

Students are to provide an A3 folio or CD or DVD with photographs of their visual explorations. Audio-visual electronic format may be necessary if the study idea is a practical application in three dimensions, for example, model making, sculpture, installation, performance, or body art. The A3 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions.

20 credits:

Folio 40% - Total of 60 A3 sheets or equivalent of visual written and /or oral evidence to support 2 resolved works.

Visual study 30% - Max of 20 A3 pages of visual study integrated with max of 2000 words.

Practical 30% - 2 resolved pracs and 2 practitioners' statements of 500 words each.

Stage 2 Workplace Practices			
	Workplace Practices A (Stage 2)	Credits	10 (half year)
	Workplace Practices B (Stage 2)		10 (half year)
	Workplace Practices (Stage 2)	Credits	20 (full year)

At Stage 2, students can undertake up to 40 credits of this subject (i.e. Workplace Practices A, Workplace Practices B, and Workplace Practices).

Content

There are three focus areas of study of this subject:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

For both a 10-credit and 20-credit subject, students must include the following areas of study:

- Industry and Work Knowledge, and
- Vocational Learning and/or Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students undertaking:

- Workplace Practices A (10-credits) and/or Workplace Practices B (10 credits), study two negotiated topics in each subject;
- Workplace Practices (20-credits), study the four topics from the list below:

Topic 1: Work in Australian Society	Topic 4: Finding Employment
Topic 2: The Changing Nature of Work	Topic 5: Negotiated Topic.
Topic 3: Industrial Relations	

Assessment

<i>School-based Assessment</i>	Folio	30%
	Performance	20%
	Reflection	20%
<i>External Assessment</i>	Investigation	30%

The Investigation may be either a practical investigation or an issues investigation.

- *Practical Investigation* – Students undertake a practical investigation based on a product, task, or service in which they have been involved. The practical investigation may be presented in written, oral or multimodal form. Students complete a report on their practical investigation in which they document the process of planning, making, delivering, and evaluating. The report should be up to a maximum of 1000 words for a 10-credit subject, or 2000 words for a 20-credit subject, if in written form, or the equivalent in other forms.
- *Issues Investigation* – Students undertake an investigation of a local, national, and/or global issue, culture or environment relating to the focus industry. It should be based on one or more of the topics studied. The issues investigation may be presented in written, oral or multimodal form. The report should be up to a maximum of 1000 words for a 10-credit subject, or 2000 words for a 20-credit subject, if in written form, or the equivalent in other forms.

Vocational Education Training

Eastern Eyre Cluster Schools and Trade Training Centres offer a growing number of vocational training opportunities in the curriculum. These are offered as stand-alone courses or as units embedded in existing SACE courses. Students choosing these options can receive accreditation towards the SACE and TAFE vocational courses.

Embedded units are regarded as an integral part of the SACE subject but may also provide training units towards pre-vocational TAFE training.

VET PATHWAYS

Pathways is the term used to describe the way in which students can begin achieving specific vocational training towards a particular career outcome (eg an apprenticeship) while still at school.

The Pathways program will help students set goals and encourage them to remain at school and pursue learning in real life situations. The knowledge skills and attitudes developed within a key competency framework link learning to the workplace. Workplace based assignments and structured learning are the successful tools used to authenticate the learning process.

The Pathways program aims to assist students to reach their full potential so they are prepared for the challenge of change.

Through the Pathways program students will:

- Explore their options and make informed decisions about their future and learn work related skills
- Form a better understanding of what a work place requires of them
- Access a range of learning contexts and expertise
- Develop links between SACE and work
- Gain vocational qualifications for further study and employment

Assessment Requirements: Assessment is carried out by various assessment instruments including worksheets, assignments and tests to determine the level of skill in each of the objectives.

School Contacts

Ray Marino
Principal

Sheila Bammann
Senior School SACE Coordinator

Trevor McDonough
R-12 Student Counsellor
Year 6-9 Middle School Coordinator
VET Coordinator

Shannon Napier
Learning Technologies

Aleks Suljagic
Year 10 – 12 Agriculture Coordinator
Ag VET Coordinator