



Cleve Area School
Course Handbook
2018

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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)
CAPABILITIES	Skills and knowledge focused on literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding
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).
SACE BOARD of SA	Approves all subjects for SACE study. Sets and manages all assessment 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 APPRENTICESHIPS/TRAINEESHIPS (ASBA'S)

A way for senior school students to combine paid work with school.

ASBAs are for students who enjoy hands-on learning in a workplace setting, are essentially a part time apprenticeship (or traineeship), and allow students to earn SACE credits for a wide range of industry based activities.

Therefore there is a need for students to be committed and organised to take on an ASBA because students spread their time:

1. studying regular subjects at **school**,
2. in the workplace as a **paid employee**,
3. attending **training** (often not at school).

Students study for their SACE and, at the same time, commence (and in some cases complete) a nationally recognised industry qualification (eg a Certificate III in Hospitality or a Certificate II in Automotive Technology) – as paid employees.

Students generally commence an ASBA in Year 10, 11 or 12.

- The **school** part is a balance between the needs of the student and the school, the employer and the RTO and allows the students to successfully continue their SACE studies.
- The **paid employee** part is an agreement between an employer of the students choosing, the school and the student, and is for a minimum of 7.5hrs/week.
- The **training** part is delivered by a RTO (Registered Training Organisation) like TAFE or RST or VTech Automotive Training.

An ASBA is a great choice for a student who has identified a future career goal, or wants to learn specific work skills. They allow students to gain qualifications required for their chosen vocation, and work habits prior to leaving school. Traditional trade ASBAs (like plumbing, electrician, baking) allow students to secure an apprenticeship while still at school

A contract is signed between the employer, student, caregiver, and the school (this includes a probationary period). Upon signing the contract the student commits to

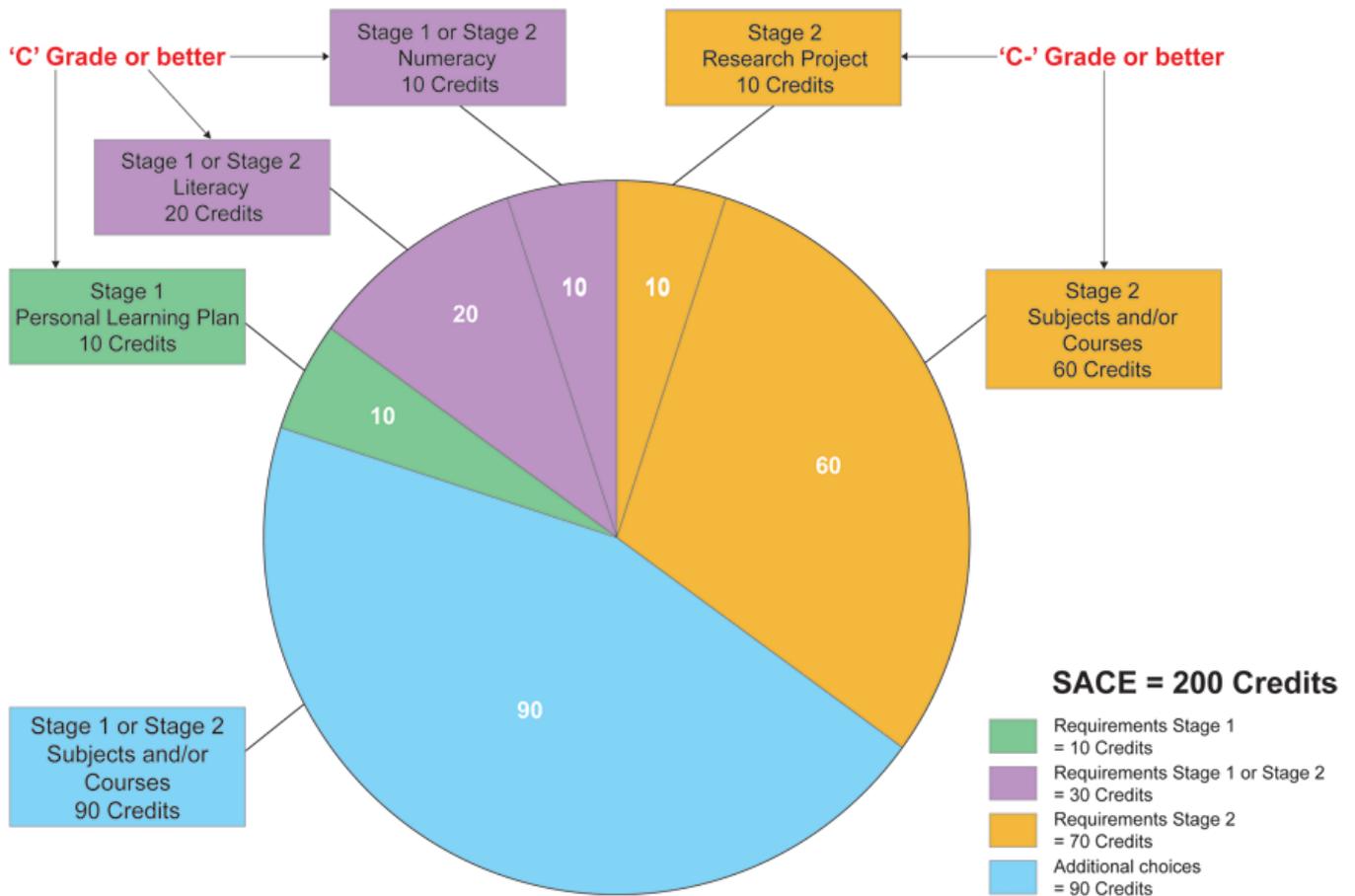
1. continue their SACE studies
2. complete required training with an RTO
3. work to the best of their ability for their employer (and receive wages)

Apprenticeships: Students beginning Apprenticeships (traditional trades) will continue full time when they complete their schooling (and work as a normal apprentice in that industry would do).

Traineeships: If a student starts a school based Traineeship (like Cert III in Agriculture) in year 10, they should complete it prior to completing year 12. If not, they can convert to full, or part time until it is completed.

In each case students will earn SACE points along the way that can be used to complete their SACE pattern (& Traineeships can be used towards an ATAR in certain circumstances)

SACE Credits



For ***Compulsory Subjects***, students will need to ***achieve a C grade or better in Stage 1 and a C- or better in Stage 2.***

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.**

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 2018 onwards are included in the *Tertiary Entrance Booklet 2018, 2019, 2020* on the South Australian Tertiary Admissions Centre website. To view the booklet go to

<http://www.satac.edu.au/satac-publications>

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 Methods, Specialist Mathematics, English, English Literary Studies or LOTE (Language other than English) up to a maximum of 4 points.

Subjects offered by the SACE Board at Stage 1 and 2

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 (Local Delivery) No code available at time of printing	Music (Local Delivery) 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
Digital Technology No code available at time of printing	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
Mathematics Learning Area	
1MEM10 - Essential Mathematics 1MEM20 - Essential Mathematics 1MGM10 - General Mathematics 1MGM20 - General Mathematics 1MAM10 – Mathematics 1MAM20 - Mathematics	2MEM20 - Essential Mathematics 2MGM20 - General Mathematics 2MHS20 – Mathematical Methods 2MSC20 – Specialist Mathematics

Stage 1 subjects – SACE	Stage 2 subjects – SACE
Cross-disciplinary Learning Area	
1CXD10 – Cross-disciplinary Studies 1CXD20 – Cross-disciplinary Studies	2CXD10 – Cross-disciplinary Studies 2CXD20 – Cross-disciplinary Studies
1COM10 – Community Studies 1COM20 – Community Studies	<p>Community Studies A 2AAY10 – Arts and the Community 2AAY20 – Arts and the Community</p> <p>2CAY10 – Communication and the Community 2CAY20 – Communication and the Community</p> <p>2FAY10 – Foods and the Community 2FAY20 – Foods and the Community</p> <p>2HAY10 – Health, Recreation, and the Community 2HAY20 – Health, Recreation, and the Community</p> <p>2NAY10 – Science, Technology and the Community 2NAY20 – Science, Technology and the Community</p> <p>2WAY10 – Work and the Community 2WAY20 – Work and the Community</p> <p>Community Studies B 2UBY10 – Humanities and the Community 2UBY20 – Humanities and the Community</p> <p>2IBY10 – Interdisciplinary Learning and the Community 2IBY20 – Interdisciplinary Learning and the Community</p> <p>2SBY10 – STEM and the Community 2SBY20 – STEM and the Community</p>
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	2ELS20 – English Literary Studies
1ETE10 – Essential English 1ETE20 – Essential English	2ESH20 – English 2ETE20 – Essential English
1EAL10 – English as an Additional Language 1EAL20 – English as an Additional Language	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
Languages Learning Area – Available through Open Access	

Stage 1 subjects – SACE	Stage 2 subjects – SACE
Humanities and Social Sciences Learning Area	
1ABD10 – Aboriginal Studies 1ABD20 – Aboriginal Studies	2ABD10 – Aboriginal Studies 2ABD20 – Aboriginal Studies
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	2GHY20 – Geography
1MOD10 – Modern History 1MOD20 – Modern History	2MOD20 – 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)
Sciences Learning Area	
1SCF10 – Scientific Studies 1SCF20 – Scientific Studies	2SCF10 – Scientific Studies 2SCF20 – Scientific Studies
1AGU10 – Agriculture 1AGU20 – Agriculture	2AG ? 20 – Agricultural Production 2AG ? 20 – Agricultural Systems No code available at time of printing
1BGY10 – Biology 1BGY20 – Biology	2BGY20 – Biology
1CEM10 – Chemistry 1CEM20 – Chemistry	2CEM20 – Chemistry
1EES10 - Earth and Environmental Science 1EES20 - Earth and Environmental Science	2EES20 – Earth and Environmental Science
1NUT10 – Nutrition (Open Access) 1NUT20 – Nutrition (Open Access)	2NUT10 – Nutrition (Open Access) 2NUT20 – Nutrition (Open Access)
1PY110 – Physics 1PY120 – Physics	2PY120 – Physics
1PSC10 – Psychology (Open Access) 1PSC20 – Psychology (Open Access)	2PSC10 – Psychology (Open Access) 2PSC20 – Psychology (Open Access)
Modified subjects	
There are modified subject in each of the learning areas at BOTH Stage 1 and Stage 2.	

SACE - Stage 1 Subjects

The following subject outlines give a brief overview of the content and topics covered, assessment format and requirements and the skills which student will work towards. For more in depth, detailed information regarding each subject please refer to the SACE website.

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

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

Stage 1 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: Agricultural Explorations

- 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)

Assessment Type 2 : Applications

- At least one (10 credit)
- At least two (20 credit)

Stage 1 Agriculture Agriculture Practical Certificate II : Agriculture AHC 20110

NOTE: Certificate II Agriculture competencies start in Year 10 Agriculture and are completed during Year 11 Agriculture.

Content : Successful achievement of the Cleve Area School Certificate II in Agriculture covers the following competencies done at Stage 1 level.

AHC INF 202A	Install, maintain and repair fencing
AHC MOM 202A	Operate tractors
AHC PMG 201	Treat weeds
AHC LSK 209	Monitor water supplies
AHC SHG 201	Crutch sheep
AHC SHG 205	Grind combs and cutters
AHC SHG 208	Prepare handpiece and downtube
AHC BAC 201	Assist agricultural crop establishment
AHC BAC 202	Assist agricultural crop maintenance
AHC BAC 203	Assist agricultural crop harvesting
AHC MOM 204A	Undertake operational maintenance of machinery
AHC CHM 201A	Apply chemicals under supervision

Assessment:

Competencies are assessed 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 and 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)

Assessment Type 1: Investigations Folio : at least one practical investigations
one science as a human endeavour investigation

Assessment Type 2: 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

- | | |
|--|---|
| <ul style="list-style-type: none">• Establishing a Business• Business Plans• Business Management and Communication• Financial Planning and Management• Technology for Business | <ul style="list-style-type: none">• 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)

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).

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 Credit)

Assessment Type 1: Investigations Folio : at least one practical investigations
one science as a human endeavour investigation

Assessment Type 2: 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
- Core Concepts in Arts Disciplines
- Development and Production
- 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)

Stage 1 Design and Technology may be studied as a 10 or 20 credit subject specializing in wood or metal design and technology

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.

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

Content

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.

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

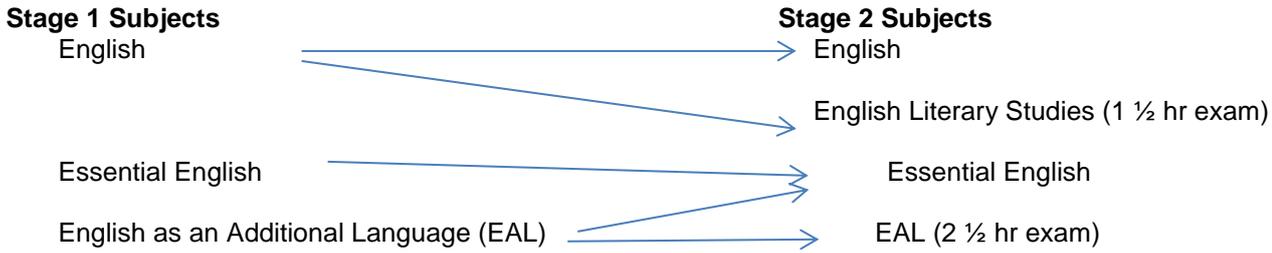
Stage 1 Drama consists of the following three areas of study.

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

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)

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



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

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 1 English
Credits 10 (half year) 20 (full year)

SUBJECT DESCRIPTION

English is a 10-credit subject or a 20-credit subject at Stage 1. 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.

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 3: Contemporary Issues

Topic 6: Local Issues

Topic 7: Global Issues.

Theme 2: Hazards

Topic 4: Natural Hazards

Topic 5: Biological and Human Induced Hazards.

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 : 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 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
<ul style="list-style-type: none">• Learning	<ul style="list-style-type: none">• 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)

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 General Mathematics. A further semester of Stage 1 Mathematics is recommended for students wishing to undertake 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.

PTO

Assessment : The following assessment types enable students to demonstrate their learning

- 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

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 | • critical and creative thinking |
| • numeracy | • personal and social capability |
| • information and communication technology 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 Credit)

Assessment Type 1: Investigations Folio : at least one practical investigations
one science as a human endeavour investigation

Assessment Type 2: Skills and Applications Tasks : at least one SAT

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 Learning
- Vocational Education and Training (VET)

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

SACE - Stage 2 Subjects

The following subject outlines give a brief overview of the content and topics covered, assessment format and requirements and the skills which student will work towards.
For more in depth, detailed information regarding each subject please refer to the SACE website.

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

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Stage 2 Agricultural Production

Credits 20 (full year)

Content :Stage 2 Agricultural Production is a 20-credit subject.

Stage 2 Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore aspects of agricultural production that are important in their local area.

Stage 2 Agricultural Production provide the framework for developing integrated programs of learning enabling students to extend their skills, knowledge, and understanding of the three strands of science in the context of agricultural principles of production.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics for Stage 2 Agricultural Production are:

Topic 1: Animal Production

- Animal Nutrition
- Reproduction
- Breeding systems
- Animal welfare

Topic 2: Plant Production

- Nutrition
- Reproduction
- Production
- Disease, pest & weed management

Topic 3: Resource Management

- Soils
- Water
- Waste management
- Biodiversity
- Climate

Topic 4: Agribusiness.

- Enterprise management
- Enterprise analysis
- Farm systems
- Marketing
- Work health and safety

Students study:

- a selection of subtopics from Topic 1 *and/or* Topic 2
- a selection of subtopics from Topic 3 and Topic 4.

Assessment

School Assessment (70%)

Assessment Type 1: Agricultural Reports (30%) - three agricultural reports: two with a practical focus, including one with individual student design, and one with a focus on science as a human endeavor. At least one agricultural report or applications task should involve collaborative work

Assessment Type 2: Applications (40%) - three applications tasks

External Assessment (30%)

Assessment Type 3: One Production Investigation (30%).- plan and report 2000 words

Stage 2 Agriculture Agriculture Practical Certificate II : Agriculture AHC 20110

This is a full year course that has 2 components

Component A :

Routine daily and seasonal farming operations, mainly at Sims Farm. Students responsible for the planning, decision making and learning tasks concerned with physically managing the farm's enterprises. These enterprises comprise cropping, wool production, prime lamb production and related operations. There is a high practical and written record keeping requirement to the course.

Component B:

This is a continuation of the Certificate II in Agriculture began at Year 10 and Year 11 Agriculture level, and is needed to successfully complete the qualification. These competencies are delivered under a training guarantee for secondary students (TGSS) scheme, either as course work, on the job training and/or workshops. **PTO**

Certificate II in Agriculture Competencies:

AHC CHM 303	Prepare and apply chemicals; Transport/handle/store chemicals (Chemical Qualification)
RTE 3904 A	Keep records for primary production
AHC LSK 308	Identify and draft livestock
AHC BAC 306	Establish agricultural crops
AHC BAC 307	Maintain agricultural crops
AHC BAC 308	Undertake agricultural crop harvesting
AHC MOM 212	Operate quad bikes (subject to negotiation)

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 a 20-credit subject.

The topics in Stage 2 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics for Stage 2 Biology are:

Topic 1: DNA and Proteins

Topic 2: Cells as the Basis of Life

Topic 3: Homeostasis

Topic 4: Evolution

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students.

Assessment : Students provide evidence of their learning through eight assessments, including the external assessment component

School Assessment (70%)

Assessment Type 1: Investigations Folio (30%) - at least two practical investigations.

One investigation with a focus on science as a human endeavour

Assessment Type 2: Skills and Applications Tasks (40%). at least three skills and applications tasks

At least one investigation or skills and applications task should involve collaborative work.

External Assessment (30%)

Assessment Type 3: Examination (30%).- one examination, 2 hours

Stage 2 Business and Enterprise

Credits 10 (half year) 20 (full year)

Content

Students undertake the core topic and one (10 credit) or two (20 credit) 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 :

<i>School-based Assessment</i>	Folio	40% (10 credit) -	30% (20 credit)
	Practical	30% (10 credit) -	20% (20 credit)
	Issues Study		20% (20 credit)

External Assessment (10 Credit): Issues Study of up to a maximum of 1000 words 30%
Students identify and investigate a relevant current issue or emerging trend in business and enterprise.

External Assessment (20 Credit): Report of up to a maximum of 2000 words 30%

- **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 a 20-credit subject.

The topics in Stage 2 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics for Stage 2 Chemistry are:

Topic 1: Monitoring the Environment

Topic 2: Managing Chemical Processes

Topic 3: Organic and Biological Chemistry

Topic 4: Managing Resources.

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students. Many of the concepts studied in Stage 2 Chemistry build on concepts introduced in Stage 1 Chemistry. The table in the Stage 1 content section of the curriculum statement (SACE website) shows the subtopics in Stage 1 that link to subtopics in Stage 2.

Assessment : Students provide evidence of their learning through eight assessments, including the external assessment component

School Assessment (70%)

Assessment Type 1: Investigations Folio (30%) - at least two practical investigations.

One investigation with a focus on science as a human endeavour

Assessment Type 2: Skills and Applications Tasks (40%). at least three skills and applications tasks

At least one investigation or skills and applications task should involve collaborative work.

External Assessment (30%)

Assessment Type 3: Examination (30%)- one examination, 2 hours

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
<i>External Assessment</i>	Reflection		

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 Design and Technology

Credits 10 (half year) 20 (full year)

Material Products I & II (Wood and/or Metal) is offered as a 10 or 20 credit subject at stage 2.

Content:

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.

Assessment

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

<i>External Assessment</i>	Folio	30%
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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

- 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.

Part 2 : Evaluation of the Realised Product

- For a 10-credit subject, students provide up to 8 pieces (15 pieces for 20 credit) 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 (1000 words for 20 credit) or 4 minutes (8 minutes for 20 credit) 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.

Stage 2 English Literary Studies

Credits 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 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

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

School Assessment (70%)

- Assessment Type 1: Three Responses to Texts (30%)
- Assessment Type 2: Creating Texts (40%) - four created texts (one of which is a writer's statement)

External Assessment (30%)

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

Stage 2 Essential English

Credits 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

Students provide evidence of their learning in Stage 2 Essential English through seven assessments, including the external assessment component. Students complete:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: One Language Study (30%)

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

<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 Geography

Credits 20 (full year)

Geography is a 20-credit subject at Stage 2.

Content : Stage 2 Geography consists of the following content: the transforming world and fieldwork.

The **transforming world** introduces students to the changes taking place across human and physical environments. Students examine the characteristics and causes of changes in environmental, social, and economic systems and study their effects and implications. They become aware of the interconnectedness of the changes and links across each of the three systems. Through the study of environmental change, students develop their understanding of the impact of people on ecosystems and our role in climate change. Students examine social and economic change and develop their understanding of population trends and movements, the growth and impact of globalisation and localisation, and global patterns of inequality.

Students undertake independent **fieldwork** on a local topic or issue of personal interest. The selected fieldwork must enable students to collect primary data using a wide range of data-collection techniques, and develop their skills of geographical inquiry and analysis. Students use a range of graphical presentations to support their findings and conclusions.

The Transforming World

The transforming world focuses on the following five topics, which are organised under the two themes.

Theme 1: Environmental Change

- Topic 1: Ecosystems and People
- Topic 2: Climate Change

Theme 2: Social and Economic Change

- Topic 3: Population Change
- Topic 4: Globalisation
- Topic 5: Transforming Global Inequality.

All topics should be studied.

Topic 1 and Topic 3 are the focus of Part B of the external examination.

Assessment :

School Assessment (70%)

Assessment Type 1: Geographical Skills and Applications (40%) - four geographical skills and applications tasks

Assessment Type 2: Fieldwork Report (30%) - one fieldwork report

External Assessment (30%)

Assessment Type 3: One Examination.

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

<i>School-based Assessment</i>	Practical Skills	50% (10 credit) : 40% (20 credit)
	Issues Analysis	20% (10 credit) : 30% (20 credit)
<i>External Assessment</i>	Product and Documentation	30% (10 credit) : 30% (20 credit)

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 4: Statistics
Topic 2: Measurement	Topic 5: Investments and Loans
Topic 3: Business Applications	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 2: Documentaries
Topic 3: Cult Television/Film
Topic 4: Music and Media
Topic 5: The Internet
Topic 6: Television Genres
Topic 7: Community Media

Topic 8: Short Films
Topic 9: Advertising and Audiences
Topic 10: Globalisation and Media
Topic 11: Youth and Media
Topic 12: Children and Media
Topic 13: Media Ethics and Regulation
Topic 14: Cultural Diversity in Media.

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

School Assessment (70%)

Assessment Type 1: Folio (30%) two or three media exploration assessments, and one media interaction study

Assessment Type 2: Product (40%) two media products, each of which is supported by a producer's statement

External Assessment (30%)

Assessment Type 3: One Investigation (30%).

Stage 2 Modern History

Credits 20 (full year)

Content : Stage 2 Modern History is a 20-credit subject.

Students study one topic from 'Modern Nations' and one topic from 'The World since 1945'

Modern Nations

Topic 1: Australia (1901–56)
Topic 2: United States of America (1914–45)
Topic 3: Germany (1918–48)
Topic 4: The Soviet Union and Russia (1945–c.2004)
Topic 5: Indonesia (1942–2005)

The World Since 1945

Topic 7: The Changing World Order (1945–)
Topic 8: Australia's Relationship with Asia and the South Pacific Region (1945–)
Topic 9: National Self-determination in South-East Asia (1945–)
Topic 10: The Struggle for Peace in the Middle East (1945–)
Topic 11: Challenges to Peace and Security (1945–)
Topic 12: The United Nations and Establishment of a Global Perspective 1945–)

Assessment

School Assessment (70%)

Assessment Type 1: Historical Skills (50%) - five historical skills assessments

Assessment Type 2: Historical Study (20%) - one historical study

External Assessment (30%)

Assessment Type 3: Examination (30%) - one examination

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

Assessment

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

<i>External Assessment</i>	Examination	30%
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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 a 20-credit subject.

The topics in Stage 2 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

Students study all three of the following topics which can be sequenced and structured to suit individual groups of students

Topic 1: Motion and Relativity

Topic 2: Electricity and Magnetism

Topic 3: Light and Atoms.

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

School Assessment (70%)

Assessment Type 1: Investigations Folio (30%) - at least two practical investigations.

One investigation with a focus on science as a human endeavour

Assessment Type 2: Skills and Applications Tasks (40%). at least three skills and applications tasks

At least one investigation or skills and applications task should involve collaborative work.

External Assessment (30%)

Assessment Type 3: Examination (30%).- one examination, 2 hours

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, organisations and communication 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.

Work can be submitted in a variety of formats including written, audio or video.

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:

Research Project A has an external assessment in the form of a Review.

Research Project B, which has an external assessment in the form of an Evaluation

Content

The Stage 2 Research Project is a student-driven project which requires participants to identify an investigation question, demonstrate planning and development of their topic, and evaluate (RPB) or review (RPA) their research processes and final Outcome.

Throughout the process of investigating their Research Project, students select one or more of the capabilities that they consider to be particularly relevant to their research project for development and demonstration.

Assessment

School-based assessment

Folio (30%) & Outcome (40%)

External assessment

Review (A) 30% or Evaluation (B) 30%

Information on the External Assessment

In both the Review (RPA) and Evaluation (RPB) students are required to evaluate the effectiveness and relevance of their research processes, discuss the decisions made in response to research challenges and opportunities, and evaluate the quality of the research Outcome.

Stage 2 Visual Arts

Visual Arts – Art (10 or 20 credits) : Visual Arts – Design (10 or 20 credits)

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

<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 practicals and 2 practitioners' statements of 500 words each.

Stage 2 Workplace Practices

Credits 20 (full year) or 10 (half 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 Education and Training (VET).
- Vocational Learning

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 four topics from the list below:
 - Topic 1: Work in Australian Society
 - Topic 2: The Changing Nature of Work
 - Topic 3: Industrial Relations
 - Topic 4: Finding Employment
 - Topic 5: Negotiated Topic.

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* – based on a product, task, or service in which they have been involved. Students complete a report in which they document the process of planning, making, delivering, and evaluating. The report should be up to a maximum of 1000 words (10-credit), or 2000 words (20-credit) subject, if in written form, or the equivalent in oral or multimodal form.
- *Issues 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 should be up to a maximum of 1000 words (10-credit), or 2000 words (20-credit) subject, if in written form, or the equivalent in oral or multimodal form.

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

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