



**STAGE 2**

**SUBJECT**

**INFORMATION**

**HANDBOOK**

*2022*

## Notes

# Contents Page

INTRODUCTION.....	5
WHAT IS THE SACE? .....	5
PREPARING FOR POST SCHOOL STUDY.....	9
HOW TO SELECT SUBJECTS .....	12
COMPULSORY SUBJECTS.....	16
RELIGION STUDIES .....	17
RELIGION STUDIES - COMMUNITY CONNECTIONS.....	18
RELIGION STUDIES - INTEGRATED LEARNING.....	19
RESEARCH PROJECT A or B.....	20
WORKPLACE PRACTICES A – RP REPLACEMENT .....	21
ARTS .....	22
VISUAL ARTS: ART .....	23
VISUAL ARTS: DESIGN .....	24
PHOTOGRAPHY - CREATIVE ARTS .....	25
PHOTOGRAPHY - COMMUNITY CONNECTIONS .....	26
MUSIC .....	27
MUSIC - COMMUNITY CONNECTIONS.....	30
DRAMA.....	31
HUMANITIES AND SOCIAL SCIENCE .....	32
MODERN HISTORY .....	33
ANCIENT STUDIES .....	34
LEGAL STUDIES.....	35
TOURISM .....	36
TOURISM - COMMUNITY CONNECTIONS .....	37
ACCOUNTING .....	38
BUSINESS INNOVATION .....	39
DESIGN TECHNOLOGY AND ENGINEERING.....	40
FURNITURE CONSTRUCTION - WORKPLACE PRACTICES C .....	41
FURNITURE CONSTRUCTION - COMMUNITY CONNECTIONS.....	42
METAL ENGINEERING - MATERIAL SOLUTIONS.....	43
ARCHITECTURAL DESIGN – DIGITAL COMMUNICATION SOLUTIONS.....	44
DIGITAL TECHNOLOGIES .....	45
FOOD TECHNOLOGIES – MATERIAL SOLUTIONS .....	46
FOOD TECHNOLOGIES - COMMUNITY CONNECTIONS.....	47

CHILD STUDIES .....	48
CHILD STUDIES – COMMUNITY CONNECTIONS.....	49
FABRIC TECHNOLOGIES – MATERIAL SOLUTIONS .....	50
FABRIC TECHNOLOGIES – COMMUNITY CONNECTIONS .....	51
FOOD AND HOSPITALITY .....	52
FOOD AND HOSPITALITY – COMMUNITY CONNECTIONS .....	53
ENGLISH .....	54
ENGLISH LITERARY STUDIES.....	55
ENGLISH .....	56
ESSENTIAL ENGLISH .....	57
HEALTH AND PHYSICAL EDUCATION .....	58
PHYSICAL EDUCATION .....	59
PHYSICAL EDUCATION - INTEGRATED LEARNING .....	60
OUTDOOR EDUCATION .....	61
LANGUAGES .....	62
ITALIAN.....	63
VIETNAMESE .....	64
MATHEMATICS.....	65
ESSENTIAL MATHEMATICS.....	66
GENERAL MATHEMATICS.....	67
MATHEMATICAL METHODS.....	68
SPECIALIST MATHEMATICS .....	69
COMMUNITY CONNECTIONS: MATHEMATICS FOCUS .....	70
SCIENCE.....	71
BIOLOGY.....	72
CHEMISTRY.....	73
PHYSICS .....	74
PSYCHOLOGY.....	75
SCIENTIFIC STUDIES: ENVIRONMENTAL MANAGEMENT AND SUSTAINABILITY .....	76
ALTERNATIVE PATHWAYS AND VET.....	77
ALTERNATIVE PATHWAYS .....	78
I AM CURRENTLY STUDYING A VET COURSE .....	78
I AM INTERESTED IN STARTING VET IN YEAR 12.....	78
I COMPLETED MY RESEARCH PROJECT IN YEAR 11 .....	79
WORKPLACE PRACTICES FOR VET .....	81
VOCATIONAL EDUCATION AND TRAINING (VET).....	82

## INTRODUCTION

The process of selecting subjects can be challenging. This Subject Information Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways. It is intended to be used in conjunction with the subject selection process which occurs at home and at the College, through the Senior Education Transition (SET) program.

Students will begin the process of subject selection in Term 3. The process involves student information assemblies, online subject selection, and course counselling involving parents, students and staff.

Thomas More College students will study one of two pathways in Year 12:

- SACE only
- SACE and ATAR – Australian Tertiary Admission Rank

This pathway determines which subjects are suitable for students to select. All students are expected to successfully achieve their SACE.

There is a great deal of information to take into consideration. Students and parents should engage with their current and previous Teachers, Wellbeing Teachers, Year Level Leaders and Leaders of Learning to identify strengths and challenges which can assist in making choices. The Director of Student Pathways and the Assistant Principals can also provide further career options relevant to particular disciplines and subjects in this book. The staff at Thomas More College are dedicated to supporting you through this very important decision-making process and we encourage you to take advantage of the considerable support available.

Best wishes in making considered and informed decisions.

## WHAT IS THE SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification designed to provide a range of options for students who want a more direct path into the workforce or further training and study.

The SACE remains the main credential for entry into university and further education. Students wanting to gain entry to university will still need to complete the correct combination of subjects required for an Australian Tertiary Admission Rank (ATAR) and any pre-requisite subjects stipulated by the university course for which they are applying.

The SACE also offers senior secondary students a wide range of accredited activities through which to achieve their SACE. This includes school subjects, TAFE and non-TAFE training courses, university

subjects, online courses, regular experience in a work environment, and community-based activities. Young people are able to leave school well on the way to a trade or para-professional qualification.

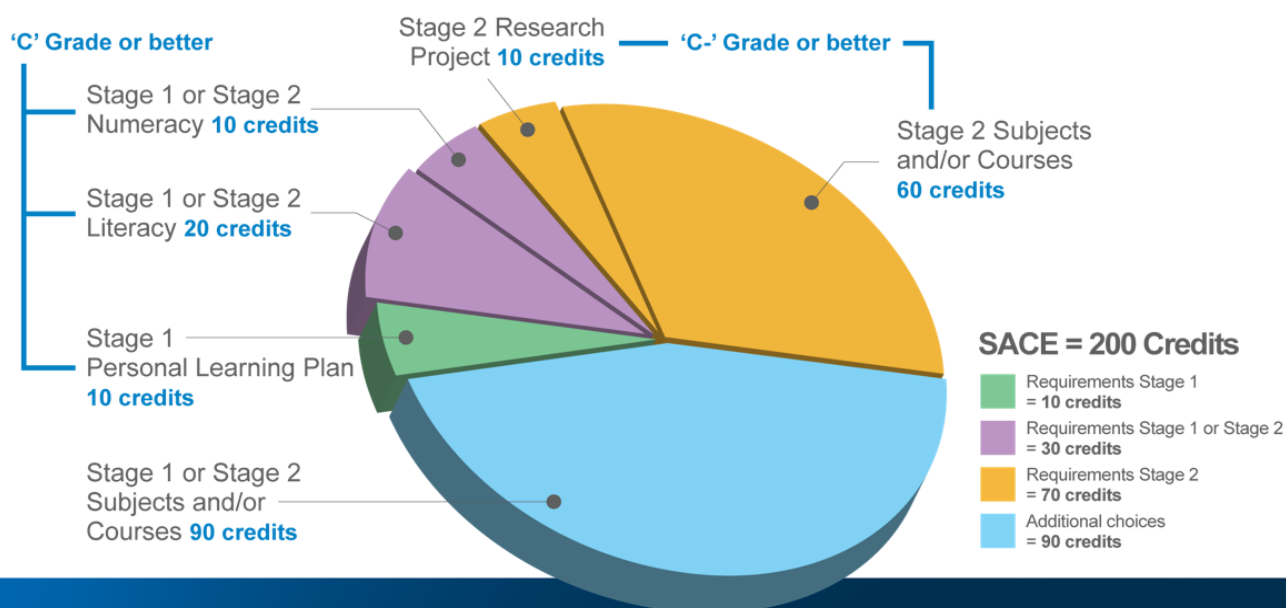
## Assessment in the SACE

Assessment at Stage 2 is divided into two parts:

- School Assessed – 70% of student assessment tasks (reports, tests, presentations, etc) are marked by teachers at the College and checked by external moderators. This ensures that marking is consistent across all schools.
- External – the remaining 30% is assessed outside our College. These assessments take the form of examinations, performances or investigations.

## Achieving the SACE

# SACE Credits



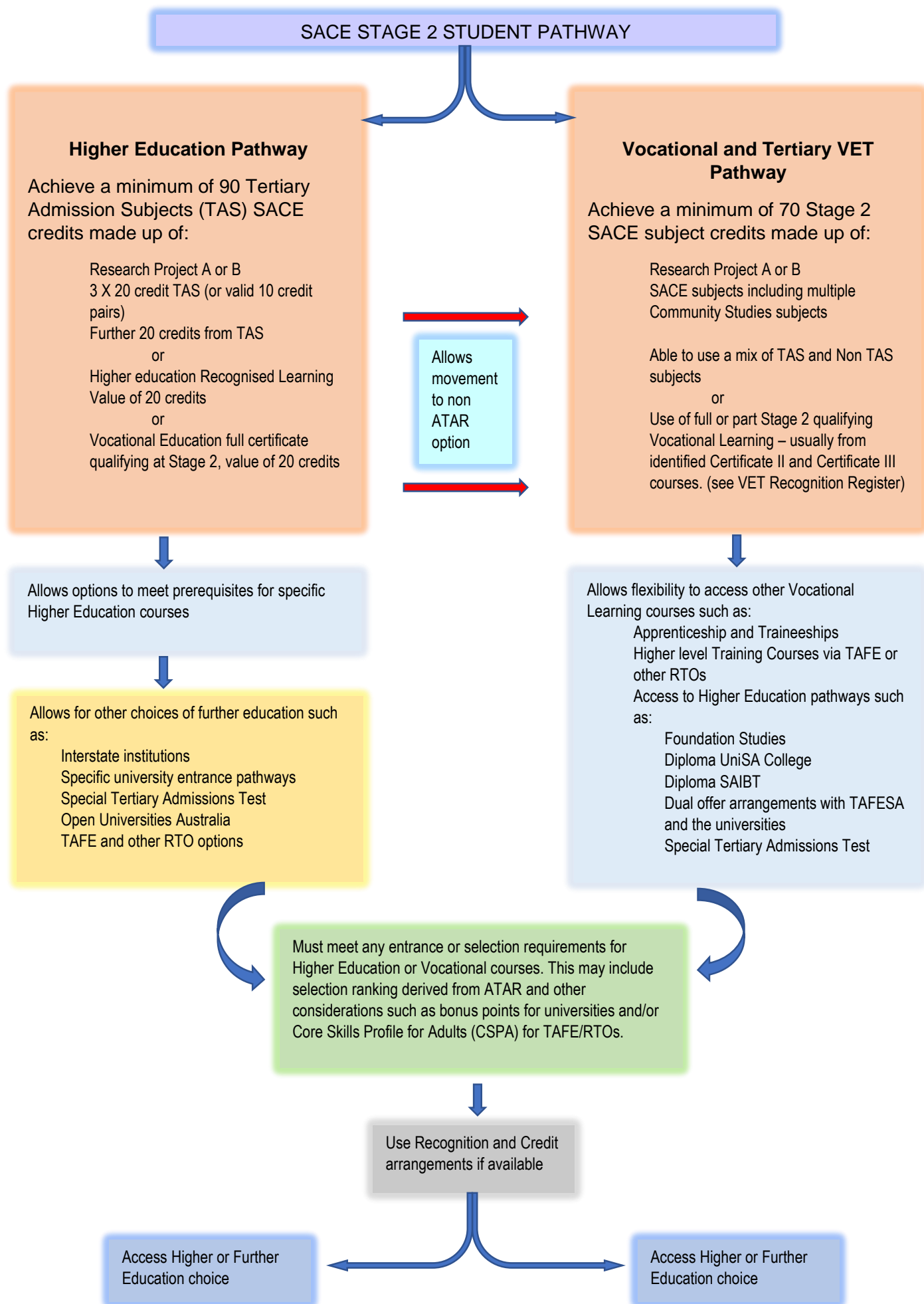
At Thomas More College, the typical SACE pattern of study is:

The Personal Learning Plan (PLP) is completed in Year 10 and is worth 10 credits (minimum achievement of a C grade must be achieved).

Stage 1 – Year 11						
Semester 1	Religion^ 10 credits	English * 20 credits	Mathematics* 10 credits	Subject 1 10 credits	Subject 2 10 credits	Subject 3 10 credits
Semester 2			Subject 4 10 credits	Subject 5 10 credits	Subject 6 10 credits	Subject 7 10 credits
Stage 2 – Year 12						
Full Year	Religion^ 10 credits	Research Project* 10 credits	Subject 1 20 credits	Subject 2 20 credits	Subject 3 20 credits	Subject 4 20 credits

^Compulsory subject as required by the College.

\*Compulsory subjects required by SACE where a minimum C grade at Stage 1 and C- grade at Stage 2 must be achieved.





## PREPARING FOR POST SCHOOL STUDY

Further study at University or TAFE, known as Higher Education, is a popular option for most school leavers. There are many ways to gain access to Australian university courses, however the traditional and most straightforward being application at the completion of Year 12.

Every institution and course will have its own entry requirements, and these often change on a yearly basis, therefore it is important to directly access that institution's website as well as the SATAC guide for information. Do not rely on common knowledge or hearsay.

The number of university courses with pre-requisites for entry is diminishing, however, they often rely on assumed knowledge from Stage 2 courses for success in the first year. All University and TAFE courses have an expected level of literacy and numeracy skills. For TAFE, students are expected to pass the Core Skills Profile for Adults (CSPA) test. When making Year 11 and 12 subject choices it is important that students work backwards from their desired future pathway, as what you study now may impact on your eligibility for or success in your future studies.

### TAS and Non-TAS Status Subjects

Students wishing to obtain an ATAR for Higher Education entrance purposes must choose appropriate Tertiary Admissions Subjects (TAS). TAS are Stage 2 subjects that have been approved by the universities as providing appropriate preparation for tertiary studies. The universities require students to study a minimum number of credits of TAS to be eligible to gain a University Aggregate, and hence an ATAR.

Non-TAS are Stage 2 subjects which are not suitable for Higher Education entrance purposes but are suitable for achieving the SACE. Currently, there are many alternative avenues for entry to University studies outside of the traditional path outlined above. These may be discussed with the relevant staff at the College.

### University Entry Requirements

To be eligible to apply for university directly from school, South Australian students must:

- Complete the SACE
- Complete at least 90 credits of Tertiary Admissions Subjects (TAS) at Stage 2 (which is 20 credits more than the requirement of SACE)
- Comply with rules regarding precluded subject combinations for gaining an ATAR
- Achieve a competitive ATAR
- Complete any pre-requisite subjects stipulated by the university course for which they are applying.

Applications for South Australian and Northern Territory universities and TAFE courses are completed online through the South Australian Tertiary Admissions Centre (SATAC). Applications for

interstate studies are completed via the respective state admissions centres. Full details of University and TAFE entry requirements are included in the Tertiary Entrance Booklet published by SATAC online.

### Flexible University Entrance

There are a number of alternative pathways to University such as foundation studies, Diploma to Degree arrangements with TAFE or the Flinders University RP pathway or Capabilities pathway. Please see Mr Ashleigh Bryans, Director of Learning Pathways for more information.

HOW A 90 POINT UNIVERSITY AGGREGATE IS CALCULATED	
60	+ 30
<p>Scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.</p> <p>Normally, 10 credit subjects do not count towards this requirement. However, some 10 credit subjects in the same subject area (ie Music), when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs. Valid pairs are identified in the SATAC Tertiary Entrance Guide.</p>	<p>The score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:</p> <ul style="list-style-type: none"> <li>• The scaled score of a 20 credit TAS;</li> <li>• Half the scaled score of one or more 20 credit TAS;</li> <li>• The scaled score of one or more 10 credit TAS;</li> <li>• Scaled score equivalents for recognised studies, (e.g. qualifying completed VET certificate courses) to the value of 10 or a maximum 20 credits.</li> </ul>
<p>The University Aggregate is the best possible score calculated from the above options subject to counting restrictions and precluded combinations.</p>	

## Precluded Combinations and Counting Restrictions

For students who require an ATAR, these subjects may not be studied together at Stage 2:

Metal Engineering	&	Food Technologies or Fabric Technologies
Food Technologies	&	Metal Engineering or Fabric Technologies
Fabric Technologies	&	Food Technologies or Metal Engineering
Essential Mathematics	&	General Mathematics or Mathematical Methods
General Mathematics	&	Essential Mathematics or Mathematical Methods
Mathematical Methods	&	Essential Mathematics or General Mathematics
Visual Arts: Art	&	Visual Arts: Design
Furniture Construction Workplace Practices C	&	Workplace Practices for VET

### NOTE:

- Only one English subject can be counted towards an ATAR
- Only 40 credits from Design Technology and Engineering can be counted toward an ATAR
  - Only 20 credits from Material Solutions can be counted toward an ATAR
- Only 20 credits of Integrated Learning can be counted toward an ATAR
- Community Connections subjects cannot be counted toward an ATAR
- Only 20 credits of Workplace Practices can be counted toward an ATAR

## HOW TO SELECT SUBJECTS

This can be a challenging process especially for those students who are uncertain about their intended pathway. There are a number of questions to consider that will help in the decision-making process.

Consider:

- Areas of strength and level of commitment
- Interests and aspirations
- Capabilities - being realistic about coping with subject requirements
- Future career options
- Level of success at Stage 1

and identify:

- Subjects that are pre-requisites for university courses
- Subjects or courses that are preferred study pathways for TAFE courses
- The content and assessment method of subjects identified

then make sure that:

- Subjects meet SACE pattern requirements
- Subjects lead towards preferred options for further study or employment

### Constraints on Subject Choices

- Subjects will only be offered if there is **adequate demand** from students.
- While every effort is made to accommodate a student's subject preferences, ultimately subjects will be determined by the College's final timetable line structure.
- Students are required to meet any pre-requisite as stated in the skill set for that subject.

### Student/Parent Initiated Subject Changes

Most students go on to complete the subjects they initially choose. For Senior students, we believe this is the case as students go through an extensive education process which involves investigation through study, coaching, counselling, and parent/caregiver consultation to align a career pathway. To change subjects potentially compromises this process, however, in some cases, a student may want to change a subject(s).

As classes for the current year have been allocated and budgeted for based on students' subject choices, any subject change will not be automatic, but shall be treated more as a last resort. The case for change must be compelling and there is a process a student must go through which takes into consideration a series of factors.

Changes based on the teacher or friendship are not compelling reasons for change in a secondary environment. Furthermore, line structure, teacher recommendation and existing class sizes are other factors which can determine whether a change may be possible. Sometimes, a straight subject for subject swap may be possible. At other times, more than one subject may need to be changed to achieve the desired result.

To avoid a situation of disadvantage whereby a student changes classes and misses out on work once the semester has begun, **subject changes must be completed prior to the start of a semester**. For students moving into Stage 2, subject changes must be completed in the **previous year**. Students will receive their entire subject allocations for the next year in term 4.

Students wishing to change subjects must organise to meet with Mr Damien Kelly, Assistant Principal Student Wellbeing or Dr Chris Soar, Assistant Principal Teaching and Learning. If a change is to occur, students will bring home a subject change form for parents/caregivers to sign and return to Dr Soar.

Subject changes once Year 12 has started are very unlikely to be approved and will only be considered in special circumstances in order to ensure successful completion of the SACE.

### **College Initiated Subject Changes**

There may be times when the College believes it is in a student's best interests to change a subject(s). Some examples of this include; initiating study through Vocational Education & Training (VET); supporting completion of SACE; acceleration of gifted students; additional support with literacy/numeracy.

Communication with parents/caregivers will occur in the event of College initiated subject changes.

## Useful Pathways Websites

South Australian Tertiary Admissions Centre

TAFE SA

Flinders University

Adelaide University

University of South Australia

Charles Darwin University

Job Pathways Charts <http://www.aapathways.com.au/Career-Resources/Job-Pathway-Charts-Link/>

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

<http://www.tafesa.edu.au/>

<http://www.flinders.edu.au>

<http://www.adelaide.edu.au/>

<http://www.unisa.edu.au/>

<http://www.cdu.edu.au/>

## Useful Subject Selection Web sites

The SACE Board of South Australia

Work Ready: Skills and Employment

Australia's Career Information Service

Department of Education and Training

Job Guide

Employment Trends and Prospects

Education Providers in Australia

Higher Education for Australian students

Centrelink Home Page

Australian Apprenticeship Information

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

<http://www.skills.sa.gov.au/>

<https://skills.sa.gov.au/>

<https://www.education.gov.au/>

<https://www.education.gov.au/>

<https://www.education.gov.au/>

<https://www.seeklearning.com.au/>

<http://studyassist.gov.au/sites/StudyAssist/>

[https://www.humanservices.gov.au/?utm\\_id=7](https://www.humanservices.gov.au/?utm_id=7)

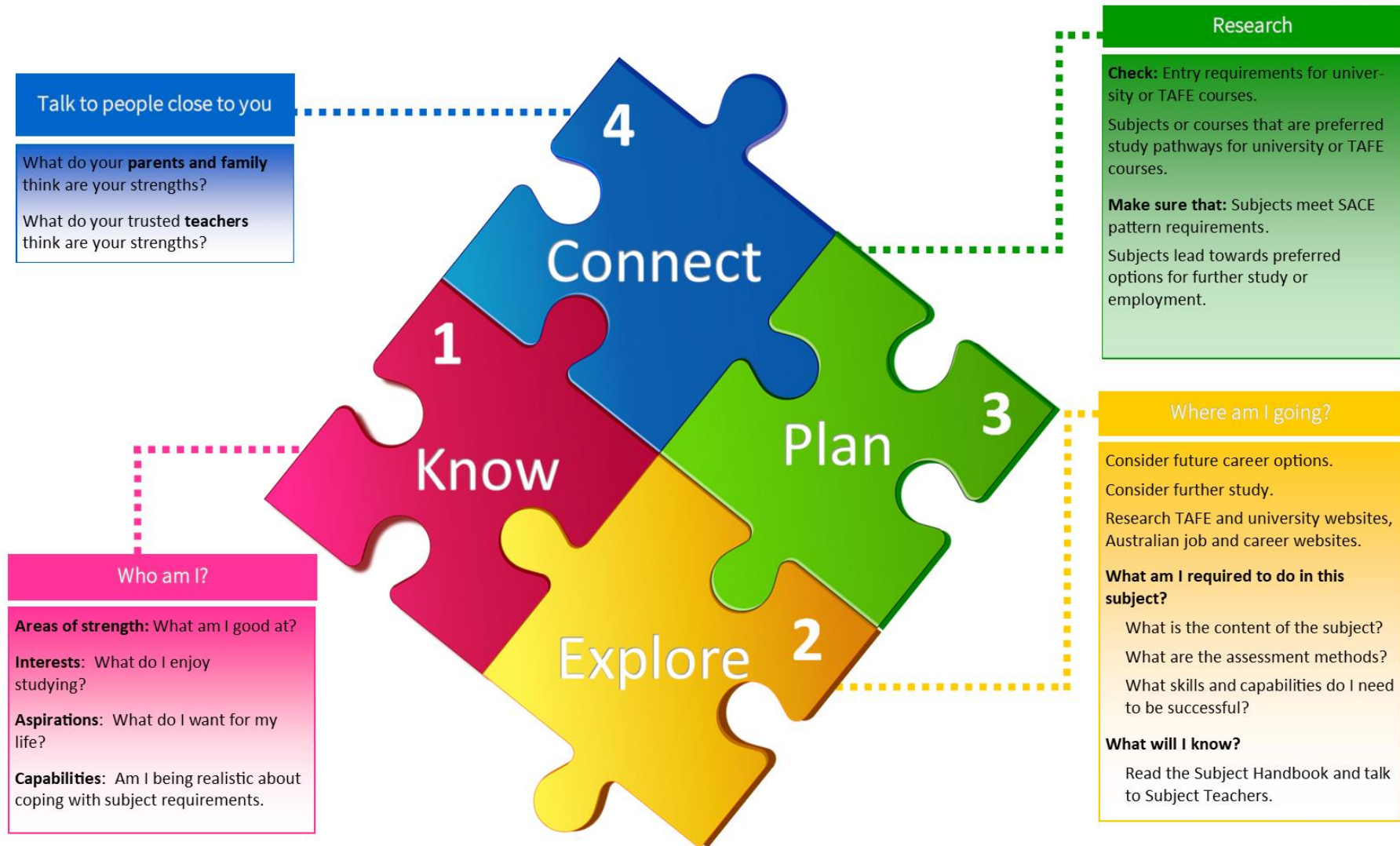
<https://www.australianapprenticeships.gov.au/>

## Disclaimer

Every effort is made to ensure that information given about other institutions and their entry requirements within this handbook is accurate.

We cannot accept responsibility for the accuracy of this information, and we advise all students to make direct contact with the institutions for confirmation.

# How Do I Choose My Subjects?



# COMPULSORY SUBJECTS AT STAGE 2

Religion Studies

Research Project



# RELIGION STUDIES

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Ruth Taylor

## SKILL SET

A positive attitude and an openness to reflection. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

The study of religion and spirituality forms a vital foundation for the study of a society. An appreciation of the nature of our global multicultural society is enriched by an understanding of religion and its influence on human behaviour, and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents participate in, and respond to, current social and moral debates and issues in their communities.

Students develop an understanding of different religious perspectives on events or practices and examine a range of definitions of religion drawn from a variety of sources. These definitions are evaluated in terms of how they lead to a particular understanding of the concept.

Students study diverse religious and spiritual beliefs and value systems in Australian society and around the world and explore how such studies can contribute to greater personal and interpersonal understanding; the development of skills in relating to people of different religious positions; and an appreciation of, and respect for, the different ways in which people think, feel and act.

## CONTENT

<b>Core Topic: Overview of Religion</b> The four key areas of study are: <ul style="list-style-type: none"><li>• What is religion? What is spirituality?</li><li>• What are the key phenomena that make up religion?</li><li>• Why study religion and spirituality?</li><li>• How are secular culture and religious culture linked?</li></ul>	<b>Option Topics: Religious Traditions</b> Students study one topic with each one based on a religious tradition: <ul style="list-style-type: none"><li>Option Topic 1: Buddhism</li><li>Option Topic 2: Christianity</li><li>Option Topic 3: Hinduism</li><li>Option Topic 4: Indigenous Spirituality</li><li>Option Topic 5: Islam</li><li>Option Topic 6: Judaism</li></ul>
--	---

## ASSESSMENT

*70% School Assessment*

- Source Analysis (30%)
- Folio Tasks (40%)

*30% External Assessment*

- Investigation

## RELIGION STUDIES - COMMUNITY CONNECTIONS

---

STATUS: NON-TERTIARY ADMISSION SUBJECT (NON-TAS)

CONTACT TEACHER: Ruth Taylor

---

### SKILL SET

A positive attitude and an openness to reflection. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

### COURSE DESCRIPTION

Students at this year level are experiencing a transitional phase between formal and post school opportunities and are on the verge of entering the adult world. This course is designed to give students opportunities to critically analyse a variety of messages and draw out the meanings relevant to their lives that assist in further shaping their identity and values. In this context, there is an opportunity for students to engage in a mature and informed quest to understand themselves as spiritual or religious beings.

### CONTENT

- Spirituality and religion
- Community Application Task
- Year 12 Retreat Engagement and Reflection
- Human Rights Study

### ASSESSMENT

*70% School Assessment*

- Folio

*30% External Assessment*

- Community Application Activity

### NOTE

Students may undertake more than one Community Connections subject for SACE completion, but only one enrolment in each of the following fields of study:

- Humanities and Social Sciences
- Science, Technology, Engineering, and Mathematics (STEM)
- Interdisciplinary
- Practical

Each student will show evidence of learning against some of the learning requirements described in Religion Studies (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study.

Community Connections subject options are suitable alternatives for students wanting to achieve SACE completion only.

## RELIGION STUDIES - INTEGRATED LEARNING

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS) – COUNTING RESTRICTIONS APPLY

**CONTACT TEACHER:** Ruth Taylor

**COUNTING RESTRICTIONS:** Only 20 Credits of Integrated Learning subjects can count towards an ATAR

---

### SKILL SET

A positive attitude and an openness to reflection. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject. The willingness and ability to collaborate with others, communicate opinions and evaluate their own learning through the feedback of others and reflection is important.

### COURSE DESCRIPTION

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to real-world learning opportunities, or context, for a specific purpose, product, or outcome. Through the key area of Religious Education students will focus on developing the SACE capabilities which connect them to our program focus which is Spirituality and Service.

Students develop communication and independent lifelong learning skills. The study of Integrated Learning encourages students to build their confidence and self-esteem. Students will actively participate within the community to develop personal capabilities whilst understanding of how communities work and the impact individuals can have. Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students develop their understanding of, and empathy for, others.

### CONTENT

Semester 1	Semester 2
<ul style="list-style-type: none"><li>• Connections – Community Service</li><li>• Practical Inquiry - Year 12 Retreat</li></ul>	<ul style="list-style-type: none"><li>• Personal Endeavour – Individual investigation that connects to our program focus</li></ul>

### ASSESSMENT

*70% School Assessment*

- Practical Inquiry (40%)
- Connections (30%)

*30% External Assessment*

- Personal Endeavour

## RESEARCH PROJECT A or B

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Debbie Wherry

---

### SKILL SET

Be able to solve problems and make discoveries by using analysis, creativity, judgment, communication, organization, and persistence in order to synthesise knowledge from other sources to make discoveries of their own.

### COURSE DESCRIPTION

The Research Project is a detailed self-directed study in an area of student interest. It is a compulsory 10 credit subject for which students must receive a 'C-' grade or better. Students will learn how to use, develop and apply research processes, knowledge and skills relevant to the focus of the research and show development of a capability. After producing an Outcome which showcases their understanding and findings, they will complete a reflection of the process in the form of an evaluation or review.

Both Research Project A and B are eligible to count towards an ATAR.

### WHICH ONE SHOULD I CHOOSE?

RPA and RPB are required to meet the same achievement standards for both the Folio and the Outcome, however the RPA Outcome has a shorter word count. The third element of the Research Project requires the students to write a reflection on the process involved in creating the Research Outcome. RPA requires a review of what students did to create the Research Outcome and why they made those choices, whereas RPB requires a more critical evaluation of the process, highlighting the strengths and weaknesses of their Research Outcome and discussing their challenges or opportunities.

### CONTENT

RESEARCH PROJECT B	RESEARCH PROJECT A
<ul style="list-style-type: none"><li>• Folio</li><li>• Research outcome (maximum 2000 words or equivalent)</li><li>• Evaluation of the research process</li></ul>	<ul style="list-style-type: none"><li>• Folio</li><li>• Research outcome (maximum 1500 words or equivalent)</li><li>• Review of the research process</li></ul>

### ASSESSMENT

*70% School Assessment*

- Research Folio and Research Outcome

*30% External Assessment*

- Evaluation and/or Review of the research process

## WORKPLACE PRACTICES A – RP REPLACEMENT

---

**STATUS:** TERTIARY ADMISSSION SUBJECT (TAS) – 10 credits

**CONTACT TEACHER:** Ashleigh Bryans

**COUNTING RESTRICTIONS:** Only 20 Credits of Workplace Practices subjects can count towards an ATAR

---

### SKILL SET

Compulsory subject for those students who successfully completed Research Project at Year 11, focusing on the expansion of Literacy and Numeracy skills in a workplace setting.

### COURSE DESCRIPTION

Students will have the opportunity to develop their Literacy and Numeracy skills in ways that apply knowledge to practical everyday situations which relate to their chosen future pathway.

### CONTENT

Topics covered will include:

#### Industry and Work Knowledge

- Literacy and Numeracy in the workplace such as Taxation, Superannuation and Budgeting
- Students identify and investigate a position they wish to apply for which relates to their current training pathway/qualification. They go through the application process, preparing a portfolio which includes a resume and cover letter.

#### Vocational Learning

- Students will complete the Preparing for Work Placement preparation module
- Work Placement – students undertake 25-30 hours of work placement

#### Investigation

- External Assessment – May be either a practical investigation or an issues investigation with a maximum of 2000 words or equivalent

### ASSESSMENT

#### *70% School Assessment*

- Work Placement Reflection
- Written Tasks

#### *30% External Assessment*

- Individual investigation

Note: Students must select 'Workplace Practices A – RP Replacement' from the pre-set Research Project options on Web Choices.

# ARTS

## VISUAL ARTS: ART

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Paul Kralj

**PRECLUDED COMBINATION:** With Visual Arts: Design

---

### SKILL SET

To undertake this subject successfully, students must be able to:

- Develop a folio of evidence using the Arts process of: Research, Idea Development & Resolved Work
- Work independently
- Identify and utilise Art Elements while making and responding to art
- Communicate in written form utilising a range of Arts language
- Demonstrate good investigative skills
- Critically analyse Art works: Describe, Analyse, Interpret & Respond
- Understand, reflect and evaluate a range of Visual Arts practice
- Demonstrate a variety of practical skills and techniques using traditional media including: Drawing, Painting, Illustration, Photography, Printmaking and Sculpture.

### COURSE DESCRIPTION

An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, concept representations, modelling, prototypes, photographs, digital graphics, and/or audio-visual digital recording techniques, accompanied by written or recorded annotations to justify and document their thinking.

### CONTENT

The following areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Study

### ASSESSMENT

*70% School Assessment*

- Folio (40%)
- Practical (30%)

*30% External Assessment*

- Visual Study

### COMPULSORY REQUIREMENTS

Students will need to purchase any special materials required for their resolved artworks.

## VISUAL ARTS: DESIGN

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Paul Kralj

**PRECLUDED COMBINATION:** With Visual Arts: Art for ATAR purposes

---

### SKILL SET

To undertake this subject successfully, students must be able to:

- Develop a folio of evidence using the Arts process of: Research, Idea Development & Resolved Work
- Work independently
- Identify and utilise Art Elements while making and responding to art
- Communicate in written form utilising a range of Arts language
- Demonstrate good investigative skills
- Critically analyse Art works: Describe, Analyse, Interpret & Respond
- Understand, reflect and evaluate a range of Visual Arts practice
- Demonstrate a variety of practical skills and techniques using traditional media including: Drawing, Painting, Illustration, Photography, Printmaking and Sculpture.

### COURSE DESCRIPTION

An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, concept representations, modelling, prototypes, photographs, digital graphics, and/or audio-visual digital recording techniques, accompanied by written or recorded annotations to justify and document their thinking. Students will have the opportunity to negotiate the development of their Design Brief with their teacher.

### CONTENT

The following areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Study

### ASSESSMENT

*70% School Assessment*

- Folio (40%)
- Practical (30%)

*30% External Assessment*

- Visual Study

### COMPULSORY REQUIREMENTS

Students will need to purchase any special materials required for their resolved artworks.



# PHOTOGRAPHY - CREATIVE ARTS

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Paul Kralj

---

## SKILL SET

To undertake this subject successfully, students must be able to:

- Develop a folio of evidence using the Arts Process
- Demonstrate the confidence to work in a community setting
- An ability to work both collaboratively and independently
- Communicate in written form utilising a range of Arts language
- Demonstrate good investigative skills
- Critically analyse photographic products
- Understand, reflect and evaluate a range of arts concepts
- Confidently utilise digital platforms.

## COURSE DESCRIPTION

Students actively participate in the development and presentation of a photographic product, focusing on studio photography skills. Students are required to display evidence of the process used in developing their ideas. This process comprises of four interrelated elements common to all creative arts programs: investigation, development, production and reflection.

Students can work both individually and collaboratively to develop practical skills and products. It is highly recommended that students who undertake this course have successfully completed Stage 1 Photography.

## CONTENT

The following areas of study are covered:

- Arts process
- Concepts in photographic disciplines
- Development and Production
- Arts in Practice

## ASSESSMENT

*70% School Assessment*

- Product (50%)
- Investigation (20%)

*30% External Assessment*

- Practical Skills

# PHOTOGRAPHY - COMMUNITY CONNECTIONS

---

STATUS: NON-TERTIARY ADMISSION SUBJECT (NON-TAS)

CONTACT TEACHER: Paul Kralj

---

## SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

Students have the opportunity to learn and synthesise aspects of various arts disciplines, through the medium of photography, as well as maintain the integrity of the focus area they have chosen. Students actively participate in the development and presentation of photographic products. Students are required to display evidence of the process used in developing their ideas. This process is comprised of four interrelated elements common to all arts programs: investigation, development, production and reflection.

## CONTENT

The following areas of study are covered:

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

## ASSESSMENT

*70% School Assessment*

- Folio

*30% External Assessment*

- Community Application Activity

## NOTE

Students may undertake more than one Community Connections subject for SACE completion, but only one enrolment in each of the following fields of study:

- Humanities and Social Sciences
- Science, Technology, Engineering, and Mathematics (STEM)
- Interdisciplinary
- Practical

Each student will show evidence of learning against some of the learning requirements described in the Stage 2 TAS subject and will also demonstrate learning through a community application activity that is based on the selected field of study.

Community Connections subject options are suitable alternatives for students wanting to achieve SACE completion only.

## COMPULSORY REQUIREMENTS

Students will need to purchase any special materials required for their resolved artworks.

## MUSIC

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHERS: Linda Vernillo and Ben Simmonds

Please note: On Webchoices you will only see one option for “Music”. If you wish to study any of the following Music Subjects, please select this option and the music department will follow up to counsel you as to which is the most appropriate course.

Students will study ONE course of 20 credits or TWO courses that equal 20 credits.

### Music Explorations (20 Credits)

Popular Music forms

Students must have successfully completed Stage 1 Music Experience or Advanced.

### ASSESSMENT

Music Literacy – Comparison of two works	10%
Music Literacy – Analyse and discuss musical work/s	10%
Music Literacy – Manipulating Elements in composition	10%
Portfolio of Explorations – Performance and Commentary, Composition and Commentary	40%
External Assessment - Creative Connections - Synthesis	30%

### Music Studies (20 Credits)

Classical and Jazz forms

Students must have successfully completed a full year of Stage 1 Music Advanced or AMEB Grade 5 Practice of Music and AMB Grade 4 Theory or Music or Musicianship.

### ASSESSMENT

Creative Work – Public Performance (10-12 minutes) and Creator’s Statement	20%
Creative Work – Arrangement/Composition (5-6 minutes) and Creator’s Statement	20%
Music Literacy – Musicianship Exam	10%
Music Literacy – Score reading and analysis	10%
Music Literacy – Manipulating Elements of Music	10%
External Examination – Musicianship (2 hours)	30%

## Music Performance (Solo Performance and Ensemble Performance)

### Solo Performance (10 Credits)

#### SKILL SET

Students must possess the following:

- A private instrumental/vocal tutor
- AMEB Grade 5 or higher
- A minimum of five years private tuition on their instrument
- Excellent ability to play an instrument
- Excellent ability to read music
- Excellent ability to understand and play technical work-scales and arpeggios
- Ability to find and work with an accompanist
- Ability to work independently

Note: Commitment to out-of-hours rehearsals/performances is compulsory. To be studied with Ensemble Performance for a total of 20 credits.

#### CONTENT

- Students prepare two public performances which are the school assessment component.
- Repertoire chosen for Solo performance is technically demanding. It will be drawn from either Classical, Folk, Cabaret, Jazz or Jazz combinations.
- Improvisation is expected for all Jazz styles.
- Solo repertoire does not include popular music.

\* Prepared repertoire over three school terms must total 18 minutes.

#### ASSESSMENT

Assessment	Weighting	Minutes	Moderators
First Performance	30%	6-8	School Assessment
Second Performance and Discussion (800 words)	40%	6-8	School Assessment
Performance Portfolio and Evaluation	30%	6-8	External Assessment

## Ensemble Performance (10 Credits)

### SKILL SET

Students must possess the following:

- AMEB Grade 3 or higher
- A private instrumental/vocal tutor
- Ability to play an instrument/sing
- Ability to read music
- Ability to understand and perform technical work-scales and arpeggios
- Ability to work collaboratively
- Participate in a suitable ensemble or school ensemble program

Note: Commitment to out-of-hours rehearsals/performances is compulsory. To be studied with Solo Performance for a total of 20 credits.

### CONTENT

- Students are placed into an ensemble. They collaborate and practice on a weekly basis.
- This ensemble prepares two public performances as the school assessment component.
- Individual part testing is a compulsory part of every exam.

\* Prepared repertoire over three school terms must total 20 minutes.

### ASSESSMENT

Assessment	Weighting	Minutes	Moderators
First Performance	30%	6-8	School Assessment
Second Performance and Discussion (800 words)	40%	6-8	School Assessment
Performance Portfolio and Evaluation	30%	6-8	External Assessment

## MUSIC - COMMUNITY CONNECTIONS

---

STATUS: NON-TERTIARY ADMISSION SUBJECT (NON-TAS)

CONTACT TEACHER: Ben Simmonds

---

### SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

### COURSE DESCRIPTION

Students have the opportunity to learn and synthesise aspects of various music disciplines. Students actively participate in the development and presentation of music and music industry products. Students are required to display evidence of the process used in developing their ideas. This course is designed for students who have an interest in music and the music industry but have had no formal music training.

### CONTENT

- The course content is based on student interest within music related disciplines.

### ASSESSMENT

*70% School Assessment*

- Folio

*30% External Assessment*

- Community Application Activity

### NOTE

Students may undertake more than one Community Connections subject for SACE completion, but only one enrolment in each of the following fields of study:

- Humanities and Social Sciences
- Science, Technology, Engineering, and Mathematics (STEM)
- Interdisciplinary
- Practical

Each student will show evidence of learning against some of the learning requirements described in the Stage 2 TAS subject and will also demonstrate learning through a community application activity that is based on the selected field of study.

Community Connections subject options are suitable alternatives for students wanting to achieve SACE completion only.

## DRAMA

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHERS:** Caitlin Zabanias

---

### SKILL SET

Students will need to have a thorough understanding of basic theatre skills and conventions and an ability to work both independently and collaboratively on a range of performance tasks. Students will need skills of organisation, self-directed learning and a comprehensive ability to reflect in detail on self and others work. Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

### COURSE DESCRIPTION

Students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

### CONTENT

The following four areas of study are covered:

- Company and production
- Exploration and vision

### ASSESSMENT

*70% School Assessment*

- Group Production (40%)
- Evaluation and Creativity (30%)

*30% External Assessment*

- Creative Presentation

### COMPULSORY REQUIREMENTS

Students need to commit to group production rehearsals. After school commitment is required. As part of the course requirements, students are required to view at least one live performance each semester, which may incur a cost.

# HUMANITIES AND SOCIAL SCIENCE



# MODERN HISTORY

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Debbie Wherry

---

## SKILL SET

An interest in historical events along with enjoyment of group discussion, reading and research. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

This course allows students to explore the relationships among nations along with internal and external challenges that shaped their identity. Students examine some significant features of the world since 1945 to understand the contemporary world.

Through their studies, students build their inquiry skills by examining and evaluating the nature of sources. This includes who wrote or recorded the sources, whose history they tell, whose stories are not included and why and how technology is creating new spaces in which histories can be conveyed.

## CONTENT

### Modern Nations

One topic is studied in context from the following options:

- Australia (1901-56)
- Germany (1914-45)

This topic forms the basis for the final examination which includes an essay and sources analysis.

### The World Since 1945

One topic is studied for School Assessment:

- The Cold War

Students will complete three Skills and Application Tasks connected with this topic.

The Historical Study gives students an opportunity to explore an area of individual interest.

## ASSESSMENT

### *70% School Assessment*

- Skills and Application Tasks (50%)
- Historical Study (20%)

### *30% External Assessment*

- Examination

## ANCIENT STUDIES

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Adrian Adams

---

### SKILL SET

An interest in ancient civilisations along with enjoyment of group discussion, reading and research. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

### COURSE DESCRIPTION

This course allows students to draw on skills from many other areas of study including politics, religion, geography, drama and literature.

Students gain an understanding of texts, artefacts, ideas, events and people of the ancient world. Further emphasis is placed on drawing connections or comparisons across cultures.

They explore areas of interest and critically evaluate questions about the past. They make judgements about how stories of the past have been represented and continue to change with technology and discovery of new evidence.

### CONTENT

Students study three topics from a possible seven and complete one Inquiry of their own choosing.

- Topic 2: Military conflict
- Topic 4: Religion
- Topic 6: Literature

The Inquiry gives students an opportunity to explore an area of individual interest.

### ASSESSMENT

*70% School Assessment*

- Skills and Application Tasks (50%)
- Connections (20%)

*30% External Assessment*

- Inquiry

## LEGAL STUDIES

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Tania Watters

---

### SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

### COURSE DESCRIPTION

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates how that system responds and contributes to social change while acknowledging tradition. By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

### CONTENT

Topic 1: The Australian Legal System

Topic 2: Constitutional Government

Topic 3: Law-making

Topic 4: Justice Systems

### ASSESSMENT

*70% School Assessment*

- Folio (50%)
- Student Choice Inquiry (20%)

*30% External Assessment*

- Examination

# TOURISM

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Alex Hewson

## SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

## COURSE DESCRIPTION

Students identify and investigate tourism trends, developments or contemporary issues.

Tourism presents opportunities and benefits, as well as problems and threats, to people and the environment. As a people-oriented industry, tourism provides many jobs and can revitalise local economies and cultures. It may also have a negative impact on the well-being of many people in the host community and threaten to change their cultural and environmental heritage.

## CONTENT

Themes	Topics
<ul style="list-style-type: none"><li>• Operations and Structures of the Tourism Industry</li><li>• Travellers' Perceptions and the Interaction of Host Community and Visitor</li><li>• Planning for and Managing Sustainable Tourism</li><li>• Evaluating the Nature of Work in the Tourism Industry</li></ul>	<ul style="list-style-type: none"><li>• Responsible Travel</li><li>• The Economics of Tourism</li><li>• The Impacts of Tourism</li><li>• Special Interest Tourism</li></ul>

## ASSESSMENT

*70% School Assessment*

- Folio (20%)
- Practical Activity (25%)
- Investigation (25%)

*30% External Assessment*

- Examination

## COMPULSORY REQUIREMENTS

The fieldtrips, of which there will be two or three, will require a financial commitment of approximately \$100 in total.

# TOURISM - COMMUNITY CONNECTIONS

**STATUS:** NON-TERTIARY ADMISSION SUBJECT (NON-TAS)

**CONTACT TEACHER:** Alex Hewson

## SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

Students identify and investigate tourism trends, developments or contemporary issues.

Tourism presents opportunities and benefits, as well as problems and threats, to people and the environment. As a people-oriented industry, tourism provides many jobs and can revitalise local economies and cultures. It may also have a negative impact on the well-being of many people in the host community and threaten to change their cultural and environmental heritage.

## CONTENT

Themes	Topics
<ul style="list-style-type: none"><li>• Operations and Structures of the Tourism Industry</li><li>• Travellers' Perceptions and the Interaction of Host Community and Visitor</li><li>• Planning for and Managing Sustainable Tourism</li><li>• Evaluating the Nature of Work in the Tourism Industry</li></ul>	<ul style="list-style-type: none"><li>• Responsible Travel</li><li>• The Economics of Tourism</li><li>• The Impacts of Tourism</li><li>• Special Interest Tourism</li></ul>

## ASSESSMENT

*70% School Assessment*

- Folio

*30% External Assessment*

- Community Application Activity

## NOTE

Students may undertake more than one Community Connections subject for SACE completion, but only one enrolment in each of the following fields of study:

- Humanities and Social Sciences
- Science, Technology, Engineering, and Mathematics (STEM)
- Interdisciplinary
- Practical

Each student will show evidence of learning against some of the learning requirements described in Tourism (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study.

Community Connections subject options are suitable alternatives for students wanting to achieve SACE completion only.

## COMPULSORY REQUIREMENTS

The fieldtrips, of which there will be two or three, will require a financial commitment of approximately \$100 in total.

# ACCOUNTING

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Brendan Cunningham

---

## SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

## COURSE DESCRIPTION

Accounting is the language of business and helps business owners to understand their business so that they can make informed decisions. The practice of accounting is used to record, report, analyse and communicate past events, current activities and potential challenges and opportunities.

Students develop and apply their knowledge of accounting processes to prepare and report accounting information to meet stakeholder needs. They transfer this knowledge to scenarios and consider the influence of local and global perspectives on accounting practices. Students analyse and evaluate accounting information to develop and propose authentic accounting advice to inform the decision-making of a variety of stakeholders. Students develop critical thinking and problem-solving skills to devise accounting solutions and apply communication skills in authentic accounting contexts.

## CONTENT

Stage 2 Accounting has three focus areas:

- Understanding accounting concepts and conventions
- Managing financial sustainability
- Providing accounting advice

## ASSESSMENT

*70% School Assessment*

- Accounting Concepts and Solutions (40%)
- Accounting Advice (30%)

*30% External Assessment*

- Examination

# BUSINESS INNOVATION

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Mark Huppertz

---

## SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

## COURSE DESCRIPTION

Business Innovation students are equipped with the knowledge, skills and understandings to engage in designing, sustaining and transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation applies design thinking and assumption-based business planning tools to promote a human-centred approach to innovation and the transformation of business products, services and processes.

## CONTENT

Business Innovation is structured around three key contexts:

- Designing business
- Sustaining business
- Transforming business

Students explore at least two of these contexts:

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local and digital perspectives
- The nature and structure of business
- Sources of finance
- Forms of ownership
- Legal responsibilities and requirements

## ASSESSMENT

*70% School Assessment*

- Business skills (40%)
- Business model (30%)

*30% External Assessment*

- Business plan and pitch

# DESIGN TECHNOLOGY AND ENGINEERING

To ensure you study subjects in a variety of areas, universities place restrictions on the number of credits in the same study area you can count towards the ATAR.

Counting Restrictions and Precluded Combinations apply to some subjects within Design, Technology and Engineering (DT&E) in regard to ATAR calculations:

Material Solutions – Food Technologies

Material Solutions – Fabric Technologies

Material Solutions – Metal Engineering

Digital Communication Solutions - Architectural Design

For ATAR calculation, 40 credits can be used from the DT&E subjects listed above, but only 20 credits can be from a Material Solutions subject.

For SACE completion, students can study any combination of DT&E subjects listed above.



# FURNITURE CONSTRUCTION - WORKPLACE PRACTICES C

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Angelo Penna

**COUNTING RESTRICTIONS APPLY:** Only 20 Credits of Workplace Practices subjects can count towards an ATAR

---

## SKILL SET

Successful completion of Stage 1 Wood Technologies would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS, or by negotiation with the Technologies Coordinator.

## COURSE DESCRIPTION

Students will develop the skills and knowledge to use tools, materials and systems safely and competently, and to apply technological processes to complete projects as individuals and in teams.

## CONTENT

- Industry and Work Knowledge - Negotiated Topics
- Vocational Learning or VET
- Workplace Reflections
- Practical Investigation
- Individual Project

## ASSESSMENT

### *70% School Assessment*

- Folio (25%) – Research and present three 500 word set Folio topics
  1. The changing nature of work
  2. Sustainability
  3. Industrial Relations
- Performance (25%) – This includes 50-60 hours of work placement, whereby a detailed work journal, including photographic evidence, is maintained. A written reflection is also required together with a written report from the Employer and Teacher.
- Reflection (20%) – Two 400-word reflections are required

### *30% External Assessment*

- Investigation – Australian Furniture Industry (2000 words)

## COMPULSORY REQUIREMENTS

Students will need to purchase building materials ranging between \$50 – \$300, depending on the individual project.

# FURNITURE CONSTRUCTION - COMMUNITY CONNECTIONS

---

**STATUS:** NON-TERTIARY ADMISSION SUBJECT (NON-TAS)

**CONTACT TEACHER:** Luke Wimshurst

---

## SKILL SET

Successful completion of a Stage 1 Wood Technologies course and appropriate levels of language, literacy and numeracy to cope with the demands of this subject, or by negotiation with the Technologies Coordinator.

## COURSE DESCRIPTION

Students will develop the skills and knowledge to use tools, materials and systems safely and competently, and to apply technological processes to complete projects as individuals and in teams.

## CONTENT

- Contract Development
- Presentation of Community Activity
- Reflection
- Individual Project/Community Activity

## ASSESSMENT

*70% School Assessment*

- Folio – Contract of Work

*30% External Assessment*

- Community Application Activity Reflection

Each student will show evidence of learning against some of the learning requirements described in Furniture Construction (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study.

## NOTE

Students may undertake more than one Community Connections subject for SACE completion, but only one enrolment in each of the following fields of study:

- Humanities and Social Sciences
- Science, Technology, Engineering, and Mathematics (STEM)
- Interdisciplinary
- Practical

Each student will show evidence of learning against some of the learning requirements described in Furniture Construction – Workplace Practices C (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study.

Community Connections subject options are suitable alternatives for students wanting to achieve SACE completion only.

## COMPULSORY REQUIREMENTS

Students will need to purchase building materials ranging between \$50 – \$300, depending on the individual project.

# METAL ENGINEERING - MATERIAL SOLUTIONS

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Billy Blauhoefer-Clogg

**PRECLUDED COMBINATION:** With other Material Solutions subjects for ATAR purposes

---

## SKILL SET

Successful completion of a Stage 1 Metal Technologies course and appropriate levels of language, literacy and numeracy to cope with the demands of this subject, or by negotiation with Technologies Coordinator.

## COURSE DESCRIPTION

This course will focus on the study of the Metal Engineering. The program will extend students' knowledge and understanding of a range of metalworking processes and techniques. Students will use the design process to develop their own individual projects. They will develop skills with traditional sketching, and with digital illustration using Autodesk Inventor to produce 2D and 3D production plans of their final designs. 3D printing will also be used to produce scale model mock-ups of the final design.

Students will research materials for use with their designed product, and investigate and analyse ethical, legal, and sustainability issues relating to modern industrial practices.

## CONTENT

- Metal Engineering design
- Developing a Design Folio
- Specialised Skills development
- Using a wide range of manufacturing technologies
- Investigating Materials study
- Issues Exploration - ethical, legal and sustainability issues in modern manufacturing

## ASSESSMENT

*70% School Assessment*

- Specialised Skills Task (20%)
- Design Process and Solution (50%)

*30% External Assessment*

- Resource Study
  - Part 1: Resource Investigation
  - Part 2: Issue Investigation

## COMPULSORY REQUIREMENTS

Adobe Illustrator and Autodesk Inventor to be installed on student's personal computer.

Students will need to purchase building materials ranging between \$50 – \$150, depending on the individual project.

# ARCHITECTURAL DESIGN – DIGITAL COMMUNICATION SOLUTIONS

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Billy Blauhoefer-Clogg

---

## SKILL SET

Successful completion of Stage 1 Visual Communication (either as a full year or semester) and appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS, or by negotiation with Technologies Coordinator. Knowledge of Adobe Creative Cloud software - InDesign and Illustrator would be an advantage.

## COURSE DESCRIPTION

This course will focus on the study of Architecture. The program will enable students to understand how architects go about solving designing tasks to achieve outcomes using the design process. Learning is based around a design challenge where students will be given the opportunity to develop their own architectural designs and build a physical scale model of the final design. Students will develop skills with traditional architectural sketching and digital illustration skills using Autodesk Revit to produce 2D and 3D architectural plans.

Students will research materials for use with architectural model making, and investigate and analyse ethical, legal and sustainability issues relating to architecture.

## CONTENT

- Residential Housing Design
- Architectural Model Making
- Specialised Skills study
- Developing a design folio
- Developing architectural drawing and illustration techniques - traditional and digital
- Investigating Materials study
- Issues Exploration – ethical, legal and sustainability issues in architecture

## ASSESSMENT

### *70% School Assessment*

- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%)

### *30% External Assessment*

- Resource Study
  - Part 1: Resource Investigation
  - Part 2: Issue Exploration

## COMPULSORY REQUIREMENTS

All students are required to have at least a 16GB USB thumb drive for the storage and backup of their own digital files and to have the following applications installed on their digital device - Adobe InDesign, Illustrator and Photoshop, and Autodesk Revit.

# DIGITAL TECHNOLOGIES

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Tim Nykke

---

## SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

## COURSE DESCRIPTION

Students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends to examine sustainable solutions to problems in, for example, business, industry, the environment and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

## CONTENT

Stage 2 Digital Technologies consists of the following focus areas:

- Focus area 1: Computational thinking
- Focus area 2: Design and programming
- Focus area 3: Data analytics
- Focus area 4: Iterative project development

## ASSESSMENT

70% School Assessment

- Project Skills (50%)
- Collaborative Project (20%)

30% External Assessment

- Individual Digital Solution

# FOOD TECHNOLOGIES – MATERIAL SOLUTIONS

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Maria Speer

**PRECLUDED COMBINATION:** With other Material Solutions subjects for ATAR purposes

---

## SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

## COURSE DESCRIPTION

Students develop the skills and knowledge to use equipment and foods safely and competently and to apply technological processes to individually prepare food products and complete projects.

## CONTENT

- Students focus on the research and development of processes and production techniques in preparation for the realisation of practical food products.
- Students will investigate and analyse the properties of foods and suitable packaging to be used for the production of food products.
- Students will present a series of packaged foods including a written final evaluation.
- Using a design brief, students will develop and present information documenting the investigating and planning of ideas for the production of packaged foods.
- This information will include evidence of ongoing evaluation.

## ASSESSMENT

*70% School Assessment*

- Specialised Skills Tasks (20%)
- Design Process and Solution (50%)

*30% External Assessment*

- Resource Study
  - Resource Investigation
  - Issue Exploration

## COMPULSORY REQUIREMENTS

Students who study Food Technologies may have excursions and/or guest speaker costs. A fee of \$200 is required per student towards costs of materials (eg food, packaging).

# FOOD TECHNOLOGIES - COMMUNITY CONNECTIONS

---

**STATUS:** NON-TERTIARY ADMISSION SUBJECT (NON-TAS)

**CONTACT TEACHER:** Maria Speer

---

## SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

Students develop the skills and knowledge to use equipment and foods safely and competently and to apply technological processes to individually prepare food products and complete projects.

## CONTENT

- Students focus on the research and development of processes and production techniques in preparation for the realisation of practical food products.
- Students will investigate and analyse the properties of foods and suitable packaging to be used for the production of food products.
- Students will present a series of packaged foods including a written final evaluation.
- Using a design brief, students will develop and present information documenting the investigating and planning of ideas for the production of packaged foods.
- This information will include evidence of ongoing evaluation.

## ASSESSMENT

*70% School Assessment*

- Folio
- Community Application Activity

*30% External Assessment*

- Community Application Activity Evaluation

## NOTE

Students may undertake more than one Community Connections subject for SACE completion, but only one enrolment in each of the following fields of study:

- Humanities and Social Sciences
- Science, Technology, Engineering, and Mathematics (STEM)
- Interdisciplinary
- Practical

Each student will show evidence of learning against some of the learning requirements described in Food Technologies (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study.

Community Connections subject options are suitable alternatives for students wanting to achieve SACE completion only.

## COMPULSORY REQUIREMENTS

Students who study Food Technologies: Community Connections, may have excursions and/or guest speaker costs. A fee of \$200 is required per student towards costs of materials (eg food, packaging).

## CHILD STUDIES

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Maria Speer

---

### SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

### COURSE DESCRIPTION

This subject focuses on children's growth and development from conception to eight years of age inclusive. Students examine attitudes and values about parenting and caregiving and gain an understanding of the growth and development of children. Students plan, design, prepare and evaluate activities, meals and products suitable for children 0-8 years.

### CONTENT

Students study topics within the following five areas:

- **Contemporary and Future Issues**  
Contemporary issues related to health, nutrition and literacy in the development of children
- **Economic and Environmental Influences**  
The food and nutritional requirements of children supporting healthy eating practices.
- **Practical and Legal Influences**  
How to promote the wellbeing of children, including children with special needs
- **Socio-cultural Influences**  
The needs of children in culturally diverse communities
- **Technological Influences**  
The impact of emerging technologies on the health and well-being of children

### ASSESSMENT

*70% School-based Assessment*

- Practical Activity (50%)
- Group Activity (20%)

*30% External Assessment*

- Investigation

### COMPULSORY REQUIREMENTS

Students completing a textiles item will be required to purchase their own material for individual items produced. An additional cost of \$150 for the year towards materials required for the course (eg food, materials, excursions, guest speakers) is payable at the beginning of the year.



# CHILD STUDIES – COMMUNITY CONNECTIONS

---

**STATUS:** NON-TERTIARY ADMISSION SUBJECT (NON-TAS)

**CONTACT TEACHER:** Maria Speer

---

## SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

This subject focuses on children's growth and development from conception to eight years of age inclusive. Students examine attitudes and values about parenting and caregiving and gain an understanding of the growth and development of children. They plan, design, prepare and evaluate activities, meals and products suitable for children 0-8 years.

## CONTENT

Students study topics within the following five areas:

- **Contemporary and Future Issues**  
Contemporary issues related to health, nutrition and literacy in the development of children.
- **Economic and Environmental Influences**  
The food and nutritional requirements of children supporting healthy eating practices.
- **Political and Legal Influences**  
How to promote the wellbeing of children, including children with special needs
- **Socio-cultural Influences**  
The needs of children in culturally diverse communities
- **Technological Influences**  
The impact of emerging technologies on the health and well-being of children

## ASSESSMENT

*70% School Assessment*

- Folio
- Community Application Activity

*30% External Assessment*

- Community Application Activity Evaluation

**NOTE:** Students may undertake more than one Community Connections subject for SACE completion, but only one enrolment in each of the following fields of study:

- Humanities and Social Sciences
- Science, Technology, Engineering, and Mathematics (STEM)
- Interdisciplinary
- Practical

Each student will show evidence of learning against some of the learning requirements described in Child Studies (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study. Community Connections subject options are suitable alternatives for students wanting to achieve SACE completion only.

## COMPULSORY REQUIREMENTS

Students completing a textiles item will be required to purchase their own material for individual items produced. An additional cost of \$150 for the year towards materials required for the course (eg food, materials, excursions, guest speakers) is payable at the beginning of the year.

## FABRIC TECHNOLOGIES – MATERIAL SOLUTIONS

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Maria Speer

**PRECLUDED COMBINATION:** With other Material Solutions subjects for ATAR purposes

---

### SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

### COURSE DESCRIPTION

Students develop the skills and knowledge to use equipment safely and competently and to apply technological processes to individually investigate, design, plan and produce textile products.

### CONTENT

- Students focus on the investigation and development of processes and production techniques in preparation for the realisation of textile products.
- Students will investigate and analyse the properties of fabrics and notions that are suitable in the production of textile products.
- Using a design brief, students will develop and present information documenting the investigating and planning of ideas for the production of textile products.
- This information will include evidence of ongoing evaluation of the products against the criteria specified in the design brief and recommending improvements.

### ASSESSMENT

*70% School Assessment*

- Specialised Skills Tasks (20%)
- Design Process and Solution (50%)

*30% External Assessment*

- Resource Study
  - Resource Investigation
  - Issue Exploration

### COMPULSORY REQUIREMENTS

Students completing a textiles item will be required to purchase their own material for individual items produced. An additional cost of \$120 for the year towards materials required for the course (eg textiles, materials, guest speakers, excursions) is payable at the beginning of the year.

## FABRIC TECHNOLOGIES – COMMUNITY CONNECTIONS

---

**STATUS:** NON-TERTIARY ADMISSION SUBJECT (NON-TAS)

**CONTACT TEACHER:** Maria Speer

---

### SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

### COURSE DESCRIPTION

Students develop the skills and knowledge to use equipment safely and competently and to apply technological processes to individually investigate, design, plan and produce textile products.

### CONTENT

- Students focus on the investigation and development of processes and production techniques in preparation for the realisation of textile products.
- Students will investigate and analyse the properties of fabrics and notions that are suitable for the production of textile products
- Using a design brief, students will develop and present information documenting the investigating and planning of ideas for the production of textile products.
- This information will include evidence of ongoing evaluation of the products against the criteria specified in the design brief and recommending improvements

### ASSESSMENT

*70% School Assessment*

- Folio
- Community Application Activity

*30% External Assessment*

- Community Application Activity Evaluation

### NOTE

Students may undertake more than one Community Connections subject for SACE completion, but only one enrolment in each of the following fields of study:

- Humanities and Social Sciences
- Science, Technology, Engineering, and Mathematics (STEM)
- Interdisciplinary
- Practical

Each student will show evidence of learning against some of the learning requirements described in Fabric Technologies (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study.

Community Connections subject options are suitable alternatives for students wanting to achieve SACE completion only.

### COMPULSORY REQUIREMENTS

Students completing a textiles item will be required to purchase their own material for individual items produced. An additional cost of \$120 for the year towards materials required for the course (eg textiles, materials, guest speakers, excursions) is payable at the beginning of the year.

## FOOD AND HOSPITALITY

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Maria Speer

---

### SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

### COURSE DESCRIPTION

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 the following five areas:

- **Contemporary and Future Issues**  
Modern Australian Dinner
- **Economic and Environmental Influences**  
Regional Foods
- **Political and Legal Influences**  
Signature Dish- Dessert
- **Sociocultural Influences**  
Tapas  
Asian Focus
- **Technological Influences**  
New Food Dish

### ASSESSMENT

*70% School-based Assessment*

- Practical Activity (50%)
- Group Activity (20%)

*30% External Assessment*

- Investigation

### COMPULSORY REQUIREMENTS

Students who study Food and Hospitality may have excursions and/or guest speaker costs. A fee of \$200 is required per student towards costs of materials (eg food, packaging).

# FOOD AND HOSPITALITY – COMMUNITY CONNECTIONS

---

**STATUS:** NON-TERTIARY ADMISSION SUBJECT (NON-TAS)

**CONTACT TEACHER:** Maria Speer

---

## SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

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 the following five areas:

- **Contemporary and Future Issues**  
Modern Australian Dinner
- **Economic and Environmental Influences**  
Regional Foods
- **Political and Legal Influences**  
Signature Dish- Dessert
- **Sociocultural Influences**  
Tapas  
Asian Focus
- **Technological Influences**  
New Food Dish

## ASSESSMENT

*70% School Assessment*

- Folio
- Community Application Activity

*30% External Assessment*

- Community Application Activity Evaluation

## NOTE

Students may undertake more than one Community Connections subject for SACE completion, but only one enrolment in each of the following fields of study:

- Humanities and Social Sciences
- Science, Technology, Engineering, and Mathematics (STEM)
- Interdisciplinary
- Practical

Each student will show evidence of learning against some of the learning requirements described in Food and Hospitality (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study.

Community Connections subject options are suitable alternatives for students wanting to achieve SACE completion only.

## COMPULSORY REQUIREMENTS

Students who study Food and Hospitality: Community Connections may have excursions and or guest speaker costs. A fee of \$200 is required per student towards costs of materials (eg food, packaging).

# ENGLISH

# ENGLISH LITERARY STUDIES

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Lacey Hutter

---

## SKILL SET

Successful completion of a full year of Stage 1 English Pre-Literary Studies.

## COURSE DESCRIPTION

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

## CONTENT

In Shared Studies, students will be exploring a wide range of literature from authors such as:

- Drama: William Shakespeare, Arthur Miller, Henrik Ibsen
- Prose: Ian McEwan, George Orwell, Bernard Schlink
- Poetry: Sylvia Plath, John Donne, Robert Frost, Bobbi Skyes
- Film: Mike Leigh, Alfred Hitchcock and Jane Campion

In the Comparative Text Study, students will choose in association with their teachers, one text (film, play or novel) which shares narrative elements with one of the texts studied in class as part of the Shared Studies.

## ASSESSMENT

*70% School Assessment*

- Creating Texts (20%)
- Responding to Texts (50%)

*30% External Assessment*

- Examination - critical reading (15%)
- Comparative Text Study – 1500 words (15%)

## ENGLISH

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Lacey Hutter

---

### SKILL SET

Successful completion of Stage 1 English Pre-Literary Studies or English.

### COURSE DESCRIPTION

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. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students 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.

### CONTENT

Text Analysis

Responses are to be chosen from three of the following four text types:

- Novel
- Film
- Poetry
- Drama performance

Text Production is to include each of the following:

- To entertain or engage a reader or listener
- To persuade or communicate a point of view
- To communicate observations or information

Communication Study explores the relationship between audience, purpose, and form in a range of texts:

- Mass-media communication
- Personal communication
- Business communication
- Computer-mediated communication
- Advertising

### ASSESSMENT

*70% School Assessment*

- Responding to Texts (30%)
- Creating Texts (40%)

*30% External Assessment*

- Comparative Analysis – 2000 words



## ESSENTIAL ENGLISH

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Lacey Hutter

---

### SKILL SET

Appropriate level of everyday and practical language and literacy to cope with the demands of this subject.

### COURSE DESCRIPTION

Students consider the use of spoken and written language in vocational, school, cultural, social and/or personal contexts. The course may also be designed to reflect students' aspirations and will centre on the ways in which students use language to establish and maintain effective connections and interactions with people in different contexts.

### CONTENT

Responding to Texts

- Involves responding to a range of texts that instruct, engage, challenge, inform and connect readers.

Creating Texts

- Involves creating procedural, imaginative, analytical or persuasive texts appropriate to the context. Responses will need to observe the conventions of style, vocab, syntax and form.

Language Study

- Focuses on the use of language by people in a context outside of the classroom.

### ASSESSMENT

*70% School Assessment*

- Responding to Texts (30%)
- Creating Texts (40%)

*30% External Assessment*

- Language Study (1500 words)

# HEALTH AND PHYSICAL EDUCATION

# PHYSICAL EDUCATION

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Dwayne Treasure and Nathan Steinberner

---

## SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS. Completion of Year 11 Physical Education is required.

## COURSE DESCRIPTION

In Physical Education, students study human physical activity and its place in the lives of individuals and groups of people. Students examine the practical application of human physical skills and analyse the personal, community, and global issues that surround the role of human physical activity in society. Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health, and lifestyle issues.

Students acquire an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. They develop skills in communication and investigation and the ability to apply knowledge to practical situations. Students gain enjoyment from skilled performance in individual and group activities.

## CONTENT

- Badminton - Collect skill and/or tactical data from a badminton match played between two people. The data then needs to be analysed and evaluated demonstrating knowledge and understanding of movement concepts and strategies comparing the skill and/or strategy of one of the two players to an elite performer.
- Touch Football - With a Focus on spatial and body awareness, you will participate in unit of Touch Football and collect various forms of data/evidence of your participation to discuss the interplay of energy systems and the role of fatigue on performance.
- Improvement Analysis - You will undertake a personal journey of improvement through physical activity. You will design and implement strategies such as plans, programs, approaches, and/or tactics, to improve the identified aspect of your physical activity.
- Group Dynamics (Volleyball) - Students work with their class and wider school community to create a class sporting volleyball competition. Each student undertakes at least two specific roles within the team to improve the participation and performance of other team members.

## ASSESSMENT

### *70% School Assessment*

- Diagnostics – Badminton Tactical Analysis (15%)
- Diagnostics – Touch Football Energy Systems Analysis (15%)
- Improvement Analysis – Volleyball or Choice (40%)

### *30% External Assessment*

- Group Dynamics – SEPEP (30%)

## PHYSICAL EDUCATION - INTEGRATED LEARNING

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS) – (COUNTING RESTRICTIONS APPLY)

**CONTACT TEACHERS:** Dwayne Treasure and Nathan Steinberner

**COUNTING RESTRICTIONS:** Only 20 Credits of Integrated Learning Subjects can count towards an ATAR

---

### SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

### COURSE DESCRIPTION

In Physical Education - Integrated Learning, students develop, extend and apply critical thinking skills to the program focus of sport, health and physical activity. They participate in a variety of practical activities through which they demonstrate their knowledge, skills and application.

Students extend their self-awareness, personal identity and values through collaborative processes that build from peer and self-assessment.

Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

### CONTENT

1. Practical Inquiry
  - Badminton
  - Volleyball
2. Connections – in small groups (2 or 3), students plan and implement a 2-lesson coaching unit to be undertaken with a group of junior students.
3. Personal Endeavour – students develop a personal fitness goal or specific skill development. Using a variety of training principles and methods, they develop a plan to achieve the goal. Once the program has finished, students evaluate its effectiveness.

### ASSESSMENT

*70% School Assessment*

- Practical (40%)
  - Badminton
  - Volleyball
- Connections (30%)

*30% External Assessment*

- Personal Endeavour

# OUTDOOR EDUCATION

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHERS: Megan Elliot

---

## SKILL SET

*A sound level of fitness and water confidence with the ability to swim at least 50 meters unassisted.*

Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS. This course requires significant reflection and analysis.

## COURSE DESCRIPTION

Through experiential learning (snorkeling and canoeing) and the study of three focus areas: conservation and sustainability; human connections with nature; and personal growth, safety and development, students develop skills, knowledge and understanding of safe and sustainable outdoor experiences, in the key areas of preparation and planning; managing risk; leadership and decision making, and self-reliance skills.

Students are provided with opportunities to experience personal growth; to develop social skills, self-confidence, initiative, self-reliance, leadership and collaborative skills. They reflect on and evaluate their own learning progression while using reflective practice and processes to implement improvement strategies in building their own skills and connections.

## CONTENT

- Environmental Studies – Connections with natural environment
- Planning and Management Practices
- Outdoor Journeys – Snorkelling and Canoeing
- Managing Risk
- Leadership, Decision Making and Self-Reliance Skills

## ASSESSMENT

*70% School Assessment*

- Assessment Type 1: About Natural Environments (20%)
- Assessment Type 2: Experiences in Natural Environments (50%)

*30% External Assessment*

- Assessment Type 3: Connections with Natural Environments

## COMPULSORY REQUIREMENTS

- Snorkelling Skills Days – 3 Days Fleurieu Peninsula (Term 1)  
Approximate cost: \$60
- Canoeing Skills Day - Garden Island (Term 1)
- Canoeing Camp - Chowilla Region (Term 2)  
Approximate cost: \$110.00
- First Aid Certificate – 1 Day (Term 2)  
Approximate Cost: \$60.00
- Self-Reliant Canoeing Expedition – 4 Days (Term 3)  
Approximate Cost: \$140.00

# LANGUAGES

# ITALIAN

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Lisa Koles

---

## SKILL SET

Successful completion of 20 credits of Stage 1 Italian, or by negotiation with Languages Coordinator.

## COURSE DESCRIPTION

Students develop an understanding of how Italian is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Italian speaking communities and in their own community.

## CONTENT

Topics are chosen from a variety of sources and deal with personal, historical and contemporary issues in Italy. These can include identity, family, friendship, school experiences, aspects of Italian culture such as festivals, food, music, television and food, regional diversity, tourism, technology and industry.

## ASSESSMENT

*70% School Assessment*

- Folio (50%)
- In-depth Study (20%)

*30% External Assessment*

- Examination – Written and Oral

## VIETNAMESE

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHERS:** Van Dang

---

### SKILL SET

Successful completion of Stage 1 Vietnamese (or other formal study of Vietnamese outside of the College, to be confirmed by the Languages Coordinator).

### COURSE DESCRIPTION

The major rationale for learning languages is that being able to communicate proficiently gives learners essential communication skills in Vietnamese, an intercultural capability, and an understanding of the role of language and culture in human communication. It provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world. Learning a language is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world. It also gives students the opportunity to strengthen their knowledge and understanding of how English functions.

### CONTENT

Topics are chosen from a variety of sources and deal with personal, historical and contemporary issues in Vietnam. These can include identity, family, friendship, school experiences, aspects of Vietnamese culture such as festivals, food, music, television and, regional diversity, tourism, technology and industry.

### ASSESSMENT

*70% School Assessment*

- Folio (50%)
- In-depth Study (20%)

*30% External Assessment*

- Examination – Written and Oral



# MATHEMATICS

# ESSENTIAL MATHEMATICS

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Anna Beinke

---

## SKILL SET

Successful completion of 20 credits of any Stage 1 Mathematics course, or by negotiation with Mathematics Coordinator.

## COURSE DESCRIPTION

Students have 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.

## CONTENT

A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject. The following topics are covered:

Topic 1: Scales, Plans and Models

Topic 2: Measurement

Topic 3: Business Applications

Topic 4: Statistics

Topic 5: Investments and Loans

## ASSESSMENT

*70% School Assessment*

- Skills and Applications Tasks (30%)
- Mathematical Investigations (40%)

*30% External Assessment*

- Examination on Measurement, Statistics and Investments and Loans

## COMPULSORY REQUIREMENTS

Students need to have their own TI84 Plus graphing calculator for the learning and assessment of Essential Mathematics.

## GENERAL MATHEMATICS

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Anna Beinke

---

### SKILL SET

Successful completion of 20 credits of Stage 1 General Mathematics or Mathematical Methods, or by negotiation with Mathematics Coordinator.

### COURSE DESCRIPTION:

General mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics.

### CONTENT

The following five SACE topics are covered:

Topic 1: Modelling with Linear Relationships

Topic 2: Modelling with Matrices

Topic 3: Statistical Models

Topic 4: Financial Models

Topic 5: Discrete Models

### ASSESSMENT

*70% School Assessment*

- Skills and Applications Tasks (40%)
- Mathematical Investigations (30%)

*30% External Assessment*

- Examination on Topics Statistical, Financial and Discrete Models

### COMPULSORY REQUIREMENTS

Students need to have their own T184 Plus graphic calculator for the learning and assessment of General Mathematics.

# MATHEMATICAL METHODS

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Anna Beinke

---

## SKILL SET

Successful completion of at least 20 credits of Stage 1 Mathematical Methods.

## COURSE DESCRIPTION

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.

## CONTENT

The following SACE topics are covered (not necessarily in this order):

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

*70% School Assessment*

- Skills and Applications Tasks (50%)
- Mathematical Investigation (20%)

*30% External Assessment*

- Examination

## COMPULSORY REQUIREMENTS

Students need to have their own TI84 Plus graphic calculator for the learning and assessment of Mathematical Methods.

## SPECIALIST MATHEMATICS

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Anna Beinke

**COMBINATION SUBJECT:** This subject must be studied in conjunction with Mathematical Methods

---

### SKILL SET

Successful completion of 40 credits of Stage 1 Mathematical Methods.

### COURSE DESCRIPTION

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding. It provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs and using mathematical models.

### CONTENT

The following SACE topics are covered (not necessarily in this order):

Topic 1: Mathematical Induction

Topic 2: Complex Numbers

Topic 3: Functions and Sketching Graphs

Topic 4: Vectors in Three Dimensions

Topic 5: Integration Techniques and Applications

Topic 6: Rates of Change and Differential Equations

### ASSESSMENT

*70% School Assessment*

- Skills and Applications Tasks (50%)
- Mathematical Investigation (20%)

*30% External Assessment*

- Examination

### COMPULSORY REQUIREMENTS

Students need to have their own TI84 Plus graphic calculator for the learning and assessment of Specialist Mathematics.

# COMMUNITY CONNECTIONS: MATHEMATICS FOCUS

---

**STATUS:** NON-TERTIARY ADMISSION SUBJECT (NON-TAS)

**CONTACT TEACHER:** Anna Beinke

---

## SKILL SET

Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

## COURSE DESCRIPTION

Students have 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. Students also have the opportunity to design their own Community Application Activity and show evidence of this through a mode of their choice.

## CONTENT

A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject. The following topics are covered:

Topic 1: Scales, Plans and Models

Topic 2: Measurement

Topic 3: Business Applications

Topic 4: Statistics

Topic 5: Investments and Loans

## ASSESSMENT

*70% School Assessment*

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

*30% External Assessment*

- Assessment Type 3: Community Application Activity

## NOTE

Students may undertake more than one Community Connections subject for SACE completion, but only one enrolment in each of the following fields of study:

- Humanities and Social Sciences
- Science, Technology, Engineering, and Mathematics (STEM)
- Interdisciplinary
- Practical

Each student will show evidence of learning against some of the learning requirements described in Essential Mathematics (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study.

Community Connections subject options are suitable alternatives for students wanting to achieve SACE completion only.

## COMPULSORY REQUIREMENTS

Students need to have their own TI84 Plus graphic calculator for the learning and assessment of this subject.

# SCIENCE

## BIOLOGY

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Joseph Koszegi

### SKILL SET

Successful completion of Stage 1 Biology (either a full year or semester 2 only) and appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

### COURSE DESCRIPTION

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

### CONTENT

The course revolves around four major themes with the three strands to be integrated throughout student learning:

Themes	Strands
<ul style="list-style-type: none"><li>• Topic 1: DNA and Proteins</li><li>• Topic 2: Cells as the Basis of Life</li><li>• Topic 3: Homeostasis</li><li>• Topic 4: Evolution</li></ul>	<ul style="list-style-type: none"><li>• Science inquiry skills</li><li>• Science as a human endeavor</li><li>• Science understanding</li></ul>

### ASSESSMENT

*70% School Assessment*

- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

*30% External Assessment*

- Examination

### COMPULSORY REQUIREMENTS

Additional approximate purchase costs include: Workbook \$65 and Revision guide \$29.



# CHEMISTRY

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Chris Soar

## SKILL SET

Successful completion of 20 credits of Stage 1 Chemistry and appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

## COURSE DESCRIPTION

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

## CONTENT

The course consists of four major topics:

<b><u>Monitoring the Environment</u></b> Climate Change Photochemical Smog Volumetric Analysis Chromatography Atomic Spectroscopy	<b><u>Managing Resources</u></b> Energy Water Soil Materials
<b><u>Managing Chemical Processes</u></b> Rates of Reaction Equilibrium and Yield Optimising Production	<b><u>Organic and Biological Chemistry</u></b> Alcohols Aldehydes Ketones Amines Carboxylic Acids Esters Amides Proteins Triglycerides Carbohydrates

## ASSESSMENT

*70% School Assessment*

- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

*30% External Assessment*

- Examination

## COMPULSORY REQUIREMENTS

Additional approximate purchase costs include a Workbook (\$70) and Revision guide (\$30).

# PHYSICS

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Nathan Ackan

---

## SKILL SET

Successful completion of 20 credits of Stage 1 Physics and appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

Successful completion of at least two units from Stage 1 Mathematical Methods is assumed and recommended.

## COURSE DESCRIPTION

This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, relativity, electricity and magnetism, light and atoms. Students solve problems, develop investigation design skills, and communicate through practical and other learning activities. They explore Science as a Human Endeavour and develop an understanding of the complex ways in which science interacts with society.

## CONTENT

The course consists of three major topics:

### Motion and Relativity

- Projectile Motion
- Circular motion and gravitation
- Forces and Momentum
- Relativity

### Electricity and Magnetism

- Electric Fields and Motion of charged particles in Electric Fields
- Magnetic Fields and motion of charged particles in Magnetic Fields
- Electromagnetic Induction

### Light and Atoms

- Wave behaviour of light and Wave-Particle duality
- Atomic structure and excitation
- The Standard Model and subatomic particles

## ASSESSMENT

### *70% School Assessment*

- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

### *30% External Assessment*

- Examination

## COMPULSORY REQUIREMENTS

Students will need to purchase study materials costing approximately \$60 and are required to have a scientific or graphics calculator.

# PSYCHOLOGY

---

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHERS:** Emma Toker and Nancy Belperio

---

## SKILL SET

Successful completion of a Stage 1 Science subject (full year or semester) is recommended as well as appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

## COURSE DESCRIPTION

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

## CONTENT

There are five compulsory topics

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

## ASSESSMENT

*70% School Assessment*

- Investigations Folio (30%)
- Skills & Applications Tasks (40%)

*30% External Assessment*

- Electronic Examination

# SCIENTIFIC STUDIES: ENVIRONMENTAL MANAGEMENT AND SUSTAINABILITY

---

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHERS: Kim Franks

---

## SKILL SET

Successful completion of a Stage 1 Science subject (full year or semester) and appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

## COURSE DESCRIPTION

The theme for this course is Environmental Management and Sustainability. It will include field work in the local area as well as a number of scientific investigations in the laboratory. The course emphasises scientific skills rather than content knowledge. Scientific Studies provides an alternative Science subject for those students that have a genuine interest in Science, but who do not necessarily need more traditional Science subjects for their chosen career pathway. It is also a good choice for those interested in the environment and sustainability and can be studied in conjunction with any of the other Science courses on offer.

## CONTENT

The theme of Environmental Management and Sustainability will form the basis of the various investigations and other tasks the students undertake. These may include one or more of the following types:

- Designing practical investigations
- Investigating scientific claims
- Investigating Scientific myths
- Investigating the accuracy of equipment or models
- Delivery of workshops
- Preparation and participation in a debate
- Developing simulations or models
- Field work – collecting data
- A response to Science in the media
- SHE Investigations
- Individual and collaborative inquiry investigations
- Developing scientific inquiry ideas in a Journal

## ASSESSMENT

*70% School Assessment*

- **Inquiry Folio** (3 folio tasks, Science as a Human Endeavour task and Individual Inquiry Proposal)
- **Collaborative Inquiry** (collaboratively design and conduct an investigation where the outcome is uncertain)

*30% External Assessment*

- **Individual inquiry** (individual design, conduct and report the findings of an investigation with an uncertain outcome)

## COMPULSORY REQUIREMENTS

There may be some small costs for materials required for the independent external assessment depending on the specific experiment the student chooses to do. Generally, these costs range between \$20 and \$50.

# ALTERNATIVE PATHWAYS AND VET

## ALTERNATIVE PATHWAYS

Thomas More College has a number of recommended Senior Study pathways to support all learners in success in their SACE. They are designed to provide a balance of support in developing key skills such as literacy and numeracy while still allowing students to explore areas of interest.

### Year 12 VET students

*For those students considering VET, it is recommended that they start their Vocational Education in Year 11 as the majority of courses which attract Stage 2 credits cannot be fully completed within 12 months and will therefore continue into Year 12. There is a small selection of VET courses that attract Stage 2 credits which can be completed within 12 months and they are the only courses available to Year 12 students.*

### I AM CURRENTLY STUDYING A VET COURSE

Thomas More College also offers the opportunity for students to further enhance their VET experience and help prepare them for the world of work through Workplace Practices. Whilst it is not a compulsory subject it is recommended for VET students.

Continuing VET students will be offered Workplace Practices at 20 Credits. The course is designed to provide further opportunity to build on their VET studies through additional work experience and to develop a Portfolio in preparation for finding employment.

Students who wish to take the VET plus Workplace Practices option should select the following in Web choices:

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Research Project A or B	RE	VET Continuers	Workplace Practices for VET	Other 20 Credit	Other 20 Credit

### I AM INTERESTED IN STARTING VET IN YEAR 12

Vocational Education and Training (VET) is a term used to describe Vocational Education and Training accreditation which helps prepare students in developing a future pathway. Thomas More College offers a range of Vocational Education Training options and recognises the value of students undertaking these courses in order to achieve their SACE.

VET courses provide students with the opportunity to acquire practical work-related skills and the supporting knowledge which can assist in their future pathway. VET allows young people to experience the world of work in a range of occupations whilst still at school. All VET courses are accredited towards the SACE, and they also allow students an opportunity to gain a nationally recognised qualification, which can then be used to link into further education and training.

Universities recognise the value of VET and allow for alternative pathways into Bachelor courses. Students who undertake a VET course gain valuable employability skills whilst completing a formal qualification.

Students starting VET in Year 12 will be limited in what they can choose to ensure the course attracts Stage 2 credits. They should select the following in Web Choices:

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Research Project A or B	RE	VET choice Cert III Business or Cert III Fitness	Workplace Practices for VET or other 20 Credit	Other 20 Credit	Other 20 Credit

### I COMPLETED MY RESEARCH PROJECT IN YEAR 11

Students who have successfully completed RP Flex in Year 11 will in Year 12 study an RP Replacement subject worth 10 Credits. The course is designed to further develop Literacy and Numeracy skills in a work context. Students can also choose to study Workplace Practices for VET students, to build on their VET studies through additional work experience and to develop a Portfolio in preparation for finding employment.

Students who have completed Research Project in Year 11 should select the following in Web Choices:

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Workplace Practices - Research Project Replacement	RE	VET Continuers	Workplace Practices for VET or other 20 Credit	Other 20 Credit	Other 20 Credit

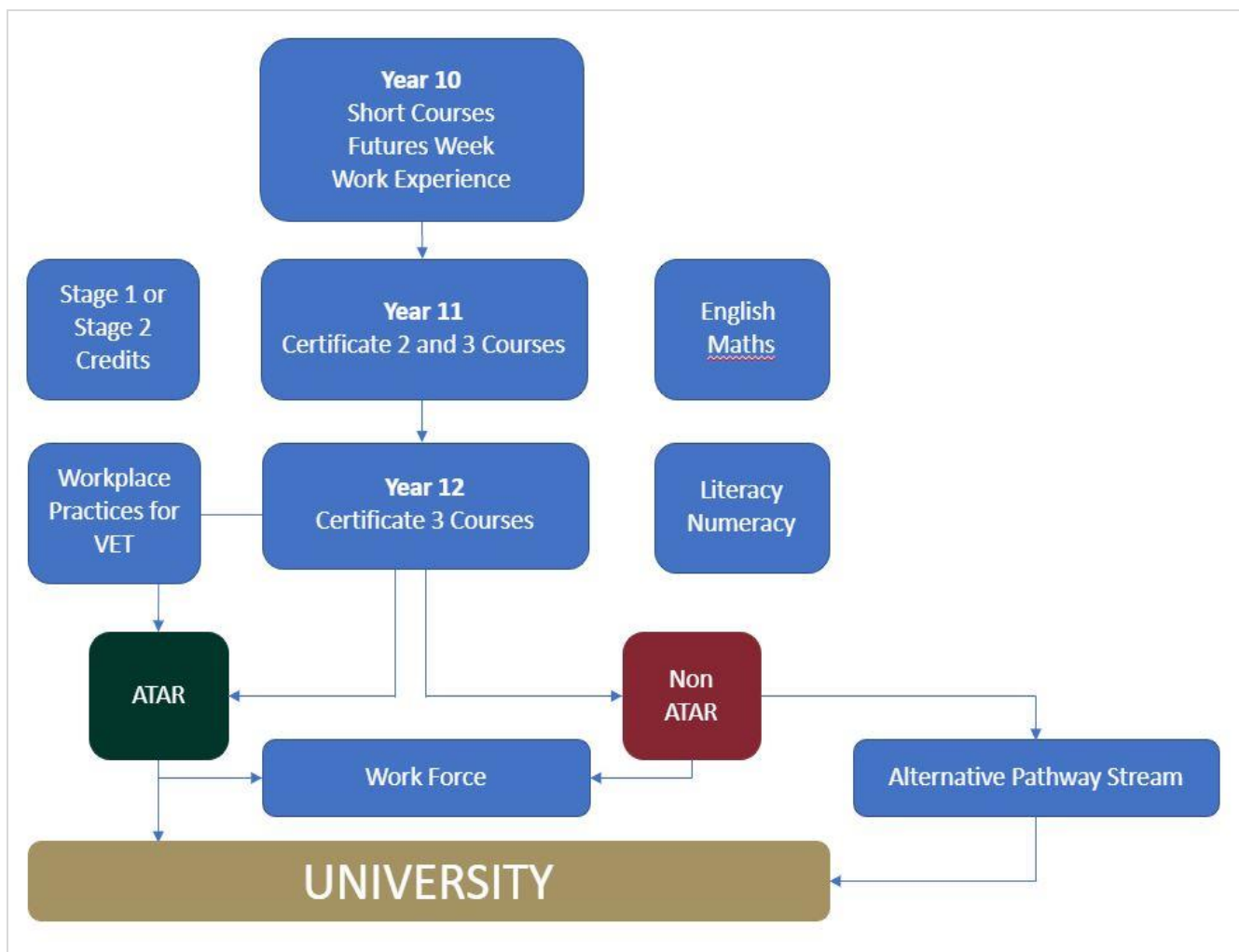
### SACE COMPLETION USING VET

SACE enables students to include a significant amount of VET towards their SACE completion. The SACE Board governs whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can earn 5 SACE credits for successfully completing 35 nominal hours of VET, and 10 credits for 70 nominal hours. For more information on how the SACE Board accredits/recognises VET study, students can refer to the SACE VET Recognition Register online at VET in the SACE.

A student studying a VET course will still be eligible for an ATAR providing the correct subjects are selected to study at school.

## FLOW CHART OF VET PATHWAY AT THOMAS MORE COLLEGE

This chart shows the variety of pathways for a student who is studying a VET course. A student could enter the work force with certificate accreditation or through an apprenticeship. Students could also enter University through the traditional ATAR or via a number of alternate pathways.





# WORKPLACE PRACTICES FOR VET

---

STATUS: TERTIARY ADMISSSION SUBJECT (TAS)

CONTACT TEACHER: Ashleigh Bryans

---

## SKILL SET

This subject is designed to be undertaken by students who are currently studying Vocational Education.

## COURSE DESCRIPTION

Students will have the opportunity to further develop their Literacy and Numeracy skills in ways that apply knowledge to practical everyday situations and relate to their chosen future pathway.

## CONTENT

Topics covered will include:

### Industry and Work Knowledge

- Students will complete the Preparing for Work Placement preparation module
- Students demonstrate their knowledge and understanding of the changing nature of work by discussing how our idea of work, the way we work and the type of work we do has changed over time

### Vocational Learning

- Work placement – students undertake 25-30 hours of work placement
- Students identify and investigate a position they wish to apply for given their current training pathway/qualification. They go through the application process, preparing a portfolio which includes a resume and cover letter

### Vocational Education and Training

- VET Training: Students negotiate to participate in 25-30 hours of VET offered by an external Registered Training Organisation (RTO)
- VET Training Reflection: Students reflect on the relevance of their VET training in gaining skills

### Investigation

- External Assessment – May be either a practical investigation or an issues investigation with a maximum of 2000 words or equivalent

## ASSESSMENT

### *70% School Assessment*

- Work Placement Reflection
- Completion of Work Placement Booklet
- Changing Nature of Work Assignment

### *30% External Assessment*

- Individual investigation

## VOCATIONAL EDUCATION AND TRAINING (VET)

---

**STATUS:** TERTIARY ADMISSSION SUBJECT (TAS) and NON TAS depending on course

**CONTACT TEACHER:** Lynda Stewart

---

### WHAT IS VET?

Vocational Education and Training (VET) is a term used to describe vocational education and training accreditation which helps prepare students in developing a future pathway. VET operates through a national system based on industry training packages from the Australian Quality Training Framework (AQTF). Courses are delivered, assessed, and certified by Registered Training Organisations (RTOs), eg TAFE SA.

Thomas More College offers a range of Vocational Education Training options and recognises the value of students undertaking these courses in order to achieve their SACE. The course offerings range from short courses to full certificate courses and School Based Apprenticeships. The opportunity to combine applicable SACE subjects with Vocational Education is available to all students.

VET courses provide students with the opportunity to acquire practical work-related skills and the supporting knowledge which can assist in their future pathway. VET courses are appropriate for students who wish to explore or who already have a chosen pathway of interest. VET allows young people to experience the world of work in a range of occupations whilst still at school. All VET courses are accredited towards the SACE, and they also allow students an opportunity to gain a nationally recognised qualification, which can then be used to link into further education and training. Universities recognise the value of VET and allow for alternative pathways into Bachelor courses. Students who undertake a VET course, gain valuable employability skills whilst completing a formal qualification. Over 75% of students who undertake a VET course gain full time employment.

VET courses are available to students in Years 11 and 12 at Thomas More College, with short courses available to Year 10 students. Each training course may have specific entrance requirements depending upon the level to be studied. However, all courses will require appropriate levels of language, literacy and numeracy.

Courses can expect to run from anywhere between 6 - 18 months. The time frames are only recommendations and hence may be completed quicker, (and in some cases longer) than expected. Year 12 students are unable to choose courses which are expected to run for more than 12 months. Year 12 students who are using VET to complete their SACE or to generate an ATAR, will be expected to complete any 12 month or less courses by the completion of the Term 3/4 holiday break.

*If a student wishes to start a course in Year 12 which does not earn Stage 2 credits, it must be recommended by the VET coordinator with final approval by the Assistant Principal Teaching and Learning.*

## COMMUNITY CONNECTIONS

Community Connections is an option for students who have a strong interest in a particular subject yet may not be able to meet the performance standards without adjustment. Community Connections runs alongside the parent subject and allows the student to stay in that subject, following an individualised course. This is currently available in some Stage 2 subjects at Thomas More College.

Students may undertake more than one Community Connections subject, but only one enrolment in each of the following fields of study:

- Humanities and Social Sciences
- Science, Technology, Engineering, and Mathematics (STEM)
- Interdisciplinary
- Practical

Each student will show evidence of learning against some of the learning requirements described in the Stage 2 TAS subject and will also demonstrate learning through a community application activity that is based on the selected field of study.

Community Connections subject options are suitable alternatives for students wanting to achieve SACE completion only.

For information on any of the alternative pathway packages please see Mr Ashleigh Bryans, Director of Learning Pathways.

## LEARNING SUPPORT PACKAGE MODEL

For identified students who may need additional support in their studies we offer the chance to study the Research Project in Semester 2 of Year 11. This is a package deal which will see the successfully completed Research Project replaced in Year 12 with the Workplace Practices 10 credit subject. This subject provides students with extra SACE credits while engaging in meaningful planning to take the next step into further study, training or employment.

In the elective options, students can choose Thomas More College run subjects or VET courses.

STAGE 2 RECOMMENDED LEARNING SUPPORT MODEL	
Compulsories	Choice
Workplace Practices RP Replacement (10 credits)  Religious Education (10 credits)	VET or Subject 1 (20 credits)
	Subject 2 (20 credits)
	Subject 3 (20 credits)
	Subject 4 (20 credits)

Further alternative models including Modified SACE for eligible students are designed for students on an individual basis. For more information, please see Mrs Nicole Borowicki Inclusive Education Coordinator or Mr Ashleigh Bryans, Director of Learning Pathways.

## THE RECOMMENDED ENGLISH LANGUAGE SUPPORT PACKAGE MODEL

English Language development is essential for success in the SACE, further study and the workplace. This package is ideal for students who are from an EALD background and those who have had limited time in Australian Schools. This package is designed to support student's emerging and developing English Language skills while learning specific terminology for the SACE. In Stage 2 students start developing terminology for the workforce or further study in their chosen field.

Our Essential English course at Stage 1 and 2 is also designed to support EALD learners.

In the elective options, students can choose Thomas More College run subjects or VET courses.

STAGE 2 RECOMMENDED ENGLISH LANGUAGE SUPPORT MODEL	
Compulsories	Choice
Workplace Practices RP Replacement (10 credits)  Religious Education (10 credits)	VET or Subject 1 (20 credits)
	Subject 2 (20 credits)
	Subject 3 (20 credits)
	Subject 4 (20 credits)

OR

STAGE 2 RECOMMENDED ENGLISH LANGUAGE SUPPORT MODEL				
Compulsories	Literacy and Numeracy Package		Choice	
Religious Education (10 credits)	Essential English (20 credits)	Essential Mathematics (20 credits)	Subject 1 (20 credits)	Subject 2 (20 credits)
	or	or		
	English (20 credits)	General Mathematics (20 credits)		