STAGE 2

SUBJECT INFORMATION HANDBOOK

2024

Notes

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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

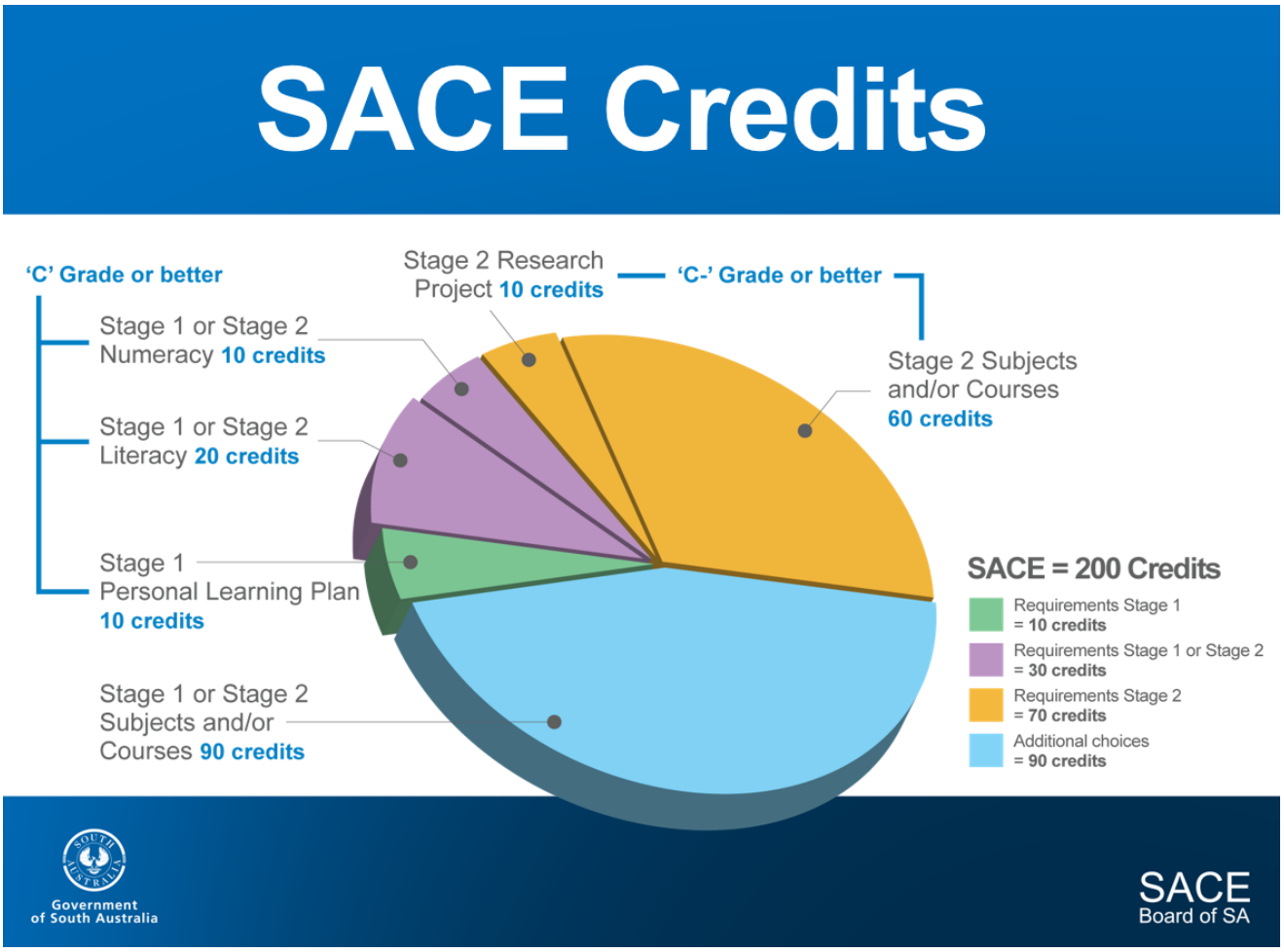
subjects, online courses, regular experience in a work environment, and community-based activities. Young people are able to leave school well on the way to a trade or para-professional qualification.

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.

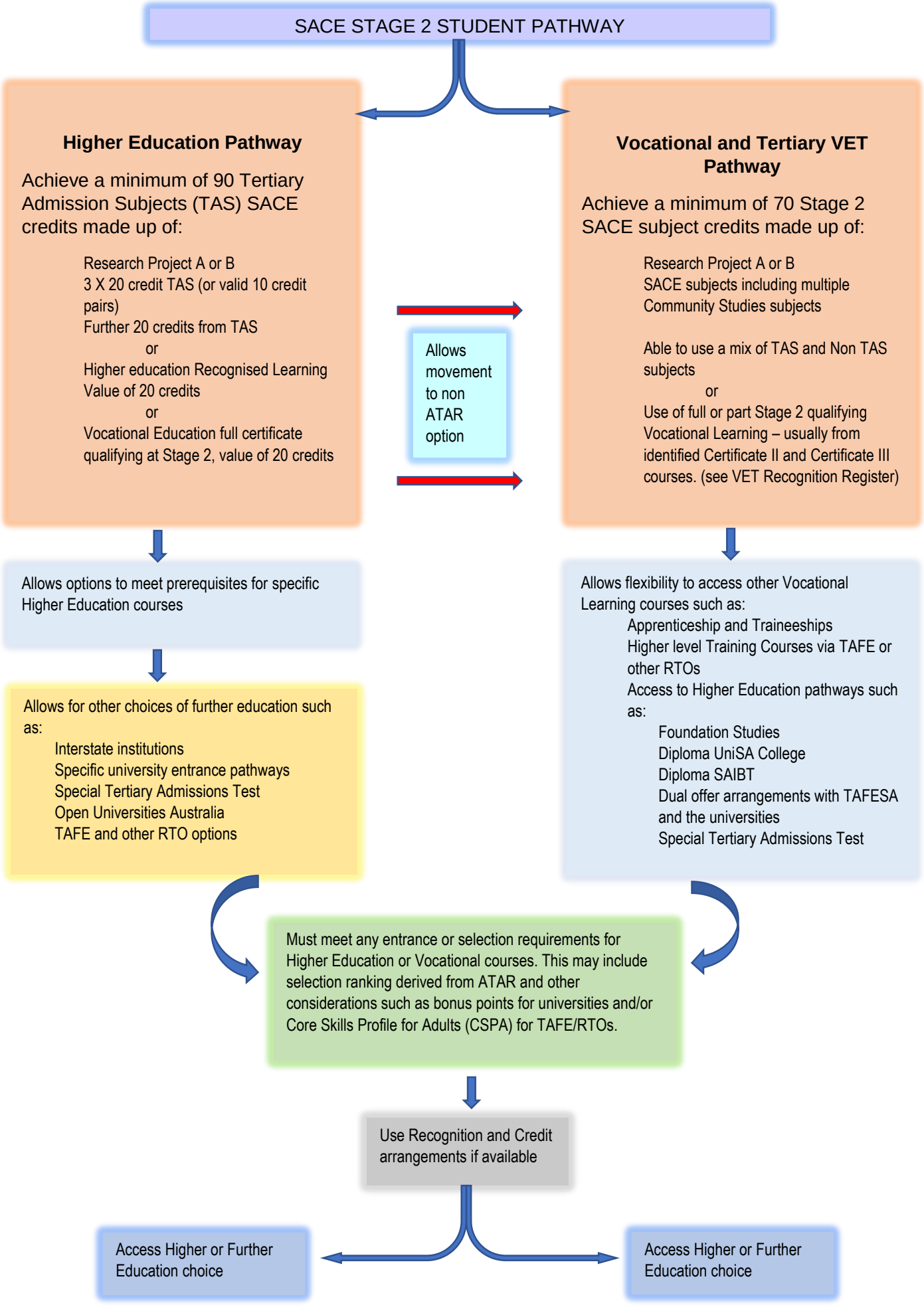
Achieving the SACE



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).

<table>
<tr><td colspan="7">Stage 1 – Year 11</td></tr>
<tr><td>Semester 1</td><td rowspan="2">Religion^
10 credits</td><td rowspan="2">English *
20 credits</td><td>Mathematics*
10 credits</td><td>Subject 1
10 credits</td><td>Subject 2
10 credits</td><td>Subject 3
10 credits</td></tr>
<tr><td>Semester 2</td><td>Subject 4
10 credits</td><td>Subject 5
10 credits</td><td>Subject 6
10 credits</td><td>Subject 7
10 credits</td></tr>
<tr><td colspan="7">Stage 2 – Year 12</td></tr>
<tr><td>Full Year</td><td colspan="2">Activating Identities and Futures*
(one semester)
10 credits</td><td>Subject 1
20 credits</td><td>Subject 2
20 credits</td><td>Subject 3
20 credits</td><td>Subject 4
20 credits</td></tr>
<tr><td colspan="7">^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.</td></tr>
</table>


SACE STAGE 2 STUDENT PATHWAY
Higher Education Pathway
Achieve a minimum of 90 Tertiary Admission Subjects (TAS) SACE credits made up of:
Research Project A or B
3 X 20 credit TAS (or valid 10 credit pairs)
Further 20 credits from TAS
or
Higher education Recognised Learning Value of 20 credits
or
Vocational Education full certificate qualifying at Stage 2, value of 20 credits
Allows movement to non ATAR option
Vocational and Tertiary VET Pathway
Achieve a minimum of 70 Stage 2 SACE subject credits made up of:
Research Project A or B
SACE subjects including multiple Community Studies subjects
Able to use a mix of TAS and Non TAS subjects
or
Use of full or part Stage 2 qualifying Vocational Learning – usually from identified Certificate II and Certificate III courses. (see VET Recognition Register)
Allows options to meet prerequisites for specific Higher Education courses
Allows for other choices of further education such as:
Interstate institutions
Specific university entrance pathways
Special Tertiary Admissions Test
Open Universities Australia
TAFE and other RTO options
Allows flexibility to access other Vocational Learning courses such as:
Apprenticeship and Traineeships
Higher level Training Courses via TAFE or other RTOs
Access to Higher Education pathways such as:
Foundation Studies
Diploma UniSA College
Diploma SAIBT
Dual offer arrangements with TAFESA and the universities
Special Tertiary Admissions Test
Must meet any entrance or selection requirements for Higher Education or Vocational courses. This may include selection ranking derived from ATAR and other considerations such as bonus points for universities and/or Core Skills Profile for Adults (CSPA) for TAFE/RTOs.
Use Recognition and Credit arrangements if available
Access Higher or Further Education choice
Access Higher or Further Education choice

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 Briony Forster, Director of Learning Pathways for more information.

<table>
<tr><th colspan="2">HOW A 90 POINT UNIVERSITY AGGREGATE IS CALCULATED</th></tr>
<tr><td>60</td><td>+ 30</td></tr>
<tr><td>Scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.
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.</td><td>The score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:
The scaled score of a 20 credit TAS;
Half the scaled score of one or more 20 credit TAS;
The scaled score of one or more 10 credit TAS;
Scaled score equivalents for recognised studies, (e.g. qualifying completed VET certificate courses) to the value of 10 or a maximum 20 credits.</td></tr>
<tr><td colspan="2">The University Aggregate is the best possible score calculated from the above options subject to counting restrictions and precluded combinations.</td></tr>
</table>

Precluded Combinations and Counting Restrictions

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

Material Solutions	&	Material Solutions - Fabric Technologies
Material Solutions - Fabric Technologies	&	Material Solutions
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

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 this 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	http://www.satac.edu.au/
TAFE SA	http://www.tafesa.edu.au/
Flinders University	http://www.flinders.edu.au
Adelaide University	http://www.adelaide.edu.au/
University of South Australia	http://www.unisa.edu.au/
Charles Darwin University	http://www.cdu.edu.au/
Job Pathways Charts	http://www.aapathways.com.au/Career-Resources/Job-Pathway-Charts-Link/

Useful Subject Selection Web sites

The SACE Board of South Australia	https://www.sace.sa.edu.au/
Work Ready: Skills and Employment	http://www.skills.sa.gov.au/
Australia's Career Information Service	https://skills.sa.gov.au/
Department of Education and Training	https://www.education.gov.au/
Job Guide	https://www.education.gov.au/
Employment Trends and Prospects	https://www.education.gov.au/
Education Providers in Australia	https://www.seeklearning.com.au/
Higher Education for Australian students	http://studyassist.gov.au/sites/StudyAssist/
Centrelink Home Page	https://www.humanservices.gov.au/?utm_id=7
Australian Apprenticeship Information	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.

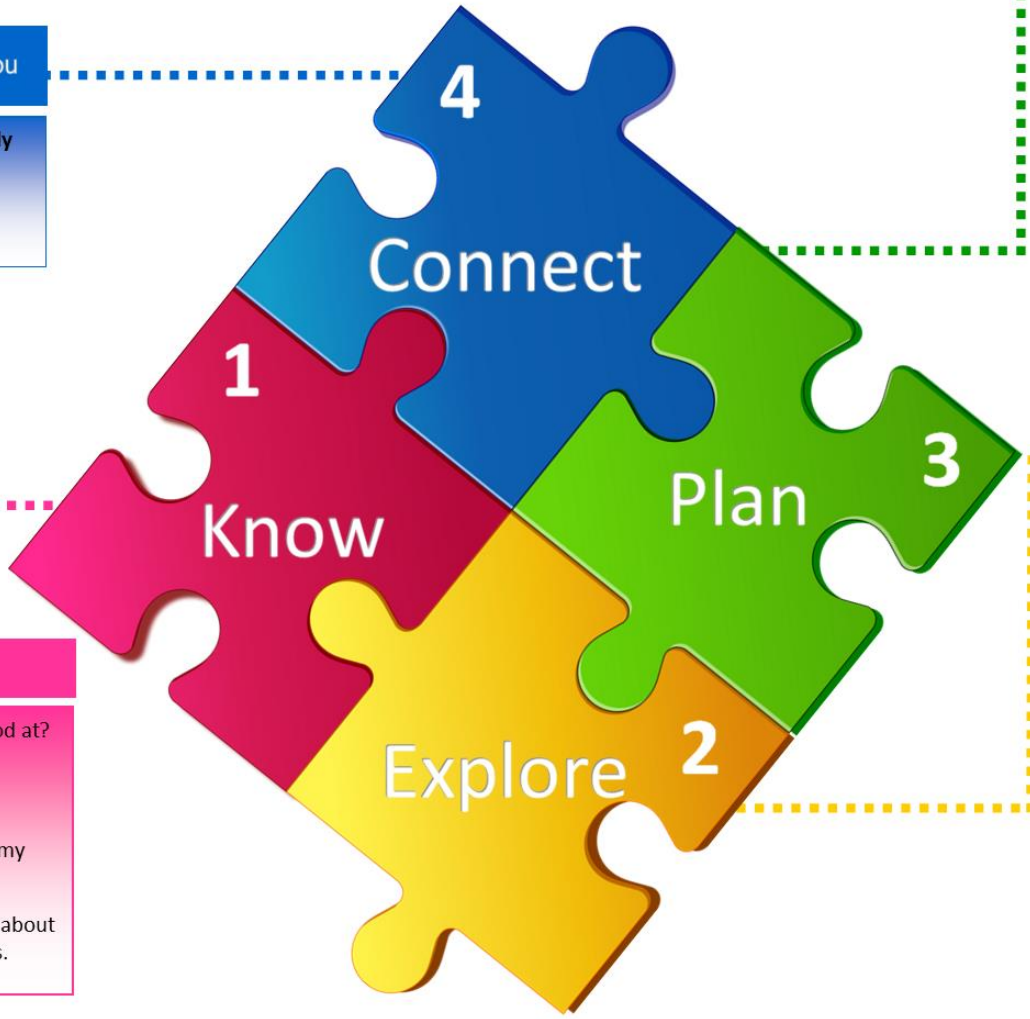
We cannot accept responsibility for the accuracy of this information, and we advise all students to make direct contact with the institutions for confirmation.

How Do I Choose My Subjects?

Talk to people close to you

What do your **parents and family** think are your strengths?

What do your trusted **teachers** think are your strengths?



Research

Check: Entry requirements for university or TAFE courses.

Subjects or courses that are preferred study pathways for university or TAFE courses.

Make sure that: Subjects meet SACE pattern requirements.

Subjects lead towards preferred options for further study or employment.

Where am I going?

Consider future career options.

Consider further study.

Research TAFE and university websites, Australian job and career websites.

What am I required to do in this subject?

- What is the content of the subject?
- What are the assessment methods?
- What skills and capabilities do I need to be successful?

What will I know?

- Read the Subject Handbook and talk to Subject Teachers.

Who am I?

Areas of strength: What am I good at?

Interests: What do I enjoy studying?

Aspirations: What do I want for my life?

Capabilities: Am I being realistic about coping with subject requirements.

COMPULSORY SUBJECTS AT STAGE 2

Activating Identities and Futures

ACTIVATING IDENTITIES AND FUTURES

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Louise Eldridge

PRE-REQUISITES

There are no pre-requisites for this subject. This subject is a compulsory SACE subject at Stage 2.
Students will need an understanding of and ability to apply basic research skills. They will need a basic understanding and comprehension of the English language with a capacity to convey their ideas in a written or multi-modal format.

WHAT WILL I LEARN ABOUT?

This subject allows students to identify their own area of focus and build a folio of research related to their topic. They will provide evidence of their learning and obtain feedback on their research progress. Students will conclude their project with an appraisal of the value and purpose of their learning.

ASSESSMENTS

Portfolio (35%)

Students will create a portfolio which demonstrates their findings from their research, related to the focus area of their choice. Students will need to undertake different research processes to learn more about their topic.

Progress Check (35%)

In this assessment, students will discuss the progress of their learning and evaluate the impact of the different strategies they have used. They will identify what their next steps are in their learning journey and seek feedback from others on their progress. This assessment is to a maximum of 1500 words, 10 minutes if oral or equivalent in multimodal form.

Appraisal (30%)

Students share what they have learnt, appraising the value and purpose of the learning for themselves and/or others. They evaluate and identify the most significant contributing factors towards their research and anticipate future benefits of their learning. This will be submitted as either a maximum of 1000 words, 6-minute oral or equivalent in multimodal form.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

ARTS

VISUAL ARTS: ART

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Paul Kralj
PRECLUDED COMBINATION: With Visual Arts: Design

PRE-REQUISITES

The successful completion of Stage 1 Visual Arts – Art or Design is recommended.

WHAT WILL I LEARN ABOUT?

Students will have the opportunity to learn how to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions by conceiving and developing their own Practical artworks.
An integral part of Visual Arts is the documentation of visual thinking. Students will be encouraged to select and explore a range of media in the development of their Folio's and can negotiate the path in which they conduct this work. Art practicals may take any of the following forms, but are not restricted to; painting, film, installation, assemblage, digital imaging, drawing, mixed media, printmaking, photography, plastic, or metal fabrication, sculpture, ceramics and textiles.

ASSESSMENTS

Folio (40%)

Students produce on 40-page A3 folio that documents their visual learning, in support of two practical art works.

Practical (30%)

- Practical: Students produce two resolved practical art works.
- Practitioners Statement: Students prepare two written practitioner's statements of 500 words each for each one of their practical art works.

Visual Study (30%)

Students will produce one visual study folio with a maximum of twenty A3 pages (or electronic equivalent), integrated with a maximum of 2000 words of written text.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students may need to purchase any special materials required for their resolved artworks that fall outside the usual media supplied by the Visual Art facility.

VISUAL ARTS: DESIGN

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Paul Kralj
PRECLUDED COMBINATION: With Visual Arts: Art for ATAR purposes

PRE-REQUISITES

The successful completion of Stage 1 Visual Arts – Art or Design is recommended.

WHAT WILL I LEARN ABOUT?

Students will have the opportunity to learn how to create their own design brief and respond by conceiving and developing their own Design Practical through the Folio process. An integral part of Design is the documentation of visual thinking. Students will be encouraged to select and explore a range of media in the development of their Folio's and can negotiate the path in which they conduct this work.
Design practical work(s) involves the application of technical skills with both traditional and digital media, with Adobe Illustrator and Indesign a strong requirement. Design practicals may be categorised but are not limited to the broad areas of Product Design, Environmental Design, Architectural Design and Visual Communication.

ASSESSMENTS

Folio (40%)

Students produce one 40 A3 page folio that documents their visual learning, in support of two practical design works.

Practical (30%)

Students produce two resolved practical Design works and a written practitioner's statement of 500 words for each.

Visual Study (External 30%)

Students will produce one visual study folio with a maximum of twenty A3 pages (or electronic equivalent), integrated with a maximum of 2000 words of written text.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students may need to purchase any special materials required for their resolved artworks that fall outside the usual media supplied by the Visual Art facility.

PHOTOGRAPHY - CREATIVE ARTS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Paul Kralj

PRE-REQUISITES

It is highly recommended that students who undertake this course have successfully completed Stage 1 Photography.

WHAT WILL I LEARN ABOUT?

Students actively participate in the development and presentation of a range of photographic products. 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 techniques.

ASSESSMENTS

Product (50%)

Students will need to produce two resolved Photographic products and a folio of evidence documenting their use of the Creative Arts process for each product. These support materials will need to comprise a total of 20, A3 pages with a maximum 2000-word documentation across the two Photographic products.

Investigation (20%)

Students investigate and analyse both the key ideas and working methods of two Creative Arts practitioners. The two reports may be presented in written, oral or multi-model form. Each investigation is a maximum of 1000 words if written or 6 minutes for an oral presentation.

Practical Skills (External 30%)

Students will produce one practical skills folio that demonstrates a focused exploration, application, and evaluation of 12 photographic skills, integrated with a maximum of 2000 words of written text.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

No additional cost associated with this subject.

PHOTOGRAPHY - COMMUNITY CONNECTIONS

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

CONTACT TEACHER: Paul Kralj

PRE-REQUISITES

It is recommended that students who undertake this course have successfully completed Stage 1 Photography.

WHAT WILL I LEARN ABOUT?

Students actively participate in the development and presentation of a range of photographic products. 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 will also have the opportunity to develop a Community Application Activity of their choosing, where they can work both individually and collaboratively to facilitate this event.

ASSESSMENTS

Folio (50%)

- Practical Skills – Students will develop one Photographic Practical skills folio comprising of four A3 pages.
- Products - Students will create two Photographic Products comprising of four A3 pages of support materials for each.
- Inquiry - Students will investigate and analyse both the key ideas and working methods of a Photographic practitioner. The report may be presented in written, oral or multi-model form. Each investigation is a maximum of 700 words if written or 5 minutes for an oral presentation.

Reflection (20%)

- Folio Reflection - Students are to write a 750-word reflection on the Knowledge and Skills that they developed in the Folio tasks.
- Community Application Activity Reflection: Students are to write a 750-word reflection on the outcomes and experiences of the Community activity that they developed.

Community Application Activity (External 30%)

Students are to design and facilitate a community activity that considers Photographic skills within the Creative Arts. They are to write a 750-word report on how they developed and facilitated the task.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

No additional costs associated with this subject.

MUSIC EXPLORATIONS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHERS: Ben Simmonds

Please note: If you wish to study Music, on Webchoices you will only see one option for 'Music.' Please select this option and the music department will follow up to counsel you as to which is the most appropriate course.

PRE-REQUISITES

- Demonstrated aptitude and successful completion of Stage 1 Music
- Experienced on chosen instrument or composition style

WHAT WILL I LEARN ABOUT?

Music Explorations allows you the chance to experiment and explore with your own special interests in music. You will choose a specific artists, styles and genres of music related to your chosen instrument and answer the question, 'What does it take to be a successful artist?' in that field.

You will learn about the Elements of Music and how they are applied within your chosen style, and you will explore ways that you can manipulate these Elements of Music to create your own compositions.

ASSESSMENTS

Performance Portfolio (40%)

You will present a collection of performances to a total of 8-10 minutes OR compositions of a total of 4-6 minutes. You must present a commentary of your performances and compositions of six minutes oral presentation.

Musical Literacy Folio (30%)

You will complete two written tasks (700-words each) in this folio and one composition (32-48 bars).

Your written tasks will be based on artists of your choice. You will complete a 'Review of a live performance' by an artist that you are interested in. You will also conduct a 'Comparative Analysis' of an original song and a cover of your choice.

Your composition will be a melody and chords only. This must be 32-48 bars long and can be done in any style and for any instrument. This can be electronic music, written for live performance or a song.

Creative Connections (30%)

Your external task for Music Explorations is a Creative Connections task. You will draw upon studies in your Performance Portfolio and Musical Literacy Folio to develop and present a performance (6-8 minutes) OR a composition (3-4 minutes).

You will also present a 7-minute oral presentation demonstrating how you have connected your previous studies to your final product.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

It is recommended that students have an instrumental tutor.

MUSIC STUDIES

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHERS: Ben Simmonds

Please note: If you wish to study Music, on Webchoices you will only see one option for 'Music.' Please select this option and the music department will follow up to counsel you as to which is the most appropriate course.

PRE-REQUISITES

- Demonstrated aptitude and highly successful completion of Stage 1 Music
- Highly experienced on chosen instrument
- Private tuition for chosen instrument highly recommended
- Completion of AMEB Grade IV examination in Practice, Theory or Musicianship highly recommended

WHAT WILL I LEARN ABOUT?

Music Studies is a comprehensive course in all disciplines of music.

- Performance – you will focus on your chosen instrument to plan, prepare and present a repertoire of works. You will need to consult with a teacher or tutor in planning your repertoire.
- Composition – you will study Classical Theme and Variations form and complete compositions based on this form.
- Musical literacy – you will study three specific styles/genres of music and analyse compositions within that style.
- Musicianship – you will develop aural skills to identify elements of music and notate these using traditional notation. You will also learn advanced harmony theory and apply this to analyse music and compose short answers to harmony puzzles/problems.

ASSESSMENTS

Performance Portfolio (40%)

You will present a collection of performances to a total of 10-12 minutes. The repertoire is to be chosen in consultation with your teacher or private tutor. You will also complete a creator's statement in which you demonstrate your understanding of the pieces and provide a critique of your own performance. This may include compositions by negotiation with teacher.

Musical Literacy Folio (30%)

You will complete two short 700-word analyses of works by other musicians on the topics of 'Dave Brubeck's – Time Out (1959)' and 'The use of folk song in classical music.' You will also complete a composition which demonstrates understanding of the "Theme and Variations Form" and a short 150-word composer's statement.

Exam (External 30%)

You will complete a two-hour supervised examination consisting of aural recognition, theory and harmony questions.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

You will require the textbook: Holland, D (1993) *Harmony Step-By-Step* (approx. $22).

It is highly recommended that students have an instrumental tutor.

MUSIC - COMMUNITY CONNECTIONS

STATUS: NON-TERTIARY ADMISSION SUBJECT (NON-TAS)
CONTACT TEACHER: Ben Simmonds

Please note: If you wish to study Music, on Webchoices you will only see one option for 'Music.' Please select this option and the music department will follow up to counsel you as to which is the most appropriate course.

PRE-REQUISITES

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

WHAT WILL I LEARN ABOUT?

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

ASSESSMENTS

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: Nathan Quadrio

PRE-REQUISITES

The successful completion of Stage 1 Drama is recommended.

WHAT WILL I LEARN ABOUT?

Students will explore several core theories and practitioners of the performing arts, using this knowledge to create and analyse Drama. They will work through the Dramatic Process to develop, plan, practice, refine, perform and reflect upon works that they have created and viewed. Students will work in groups to form theatre companies with identities and visions which they will use to help direct the creation of their own work.

Students will have the opportunity to engage in both on and offstage roles in the creation of their performances utilising the Drama department's sound, lighting, costumes, props and sets.

ASSESSMENTS

Group Production (40%)

- Students apply the Dramatic Process to develop a performance in collaboration with other members of their group/class. This process is documented with video, photos, written reflection and verbal reflection to track the process of the creation of work.
- They develop skills through study of practitioners which they apply to the final creation of their work.

Evaluation and Creativity (30%)

- Students create a written or oral reflection which makes connections between their learning and dramatic works they have experienced (live productions, workshops, etc.)
- They will analyse and reflect upon ideas, techniques, skills, choices and artistic impact of the event on audiences and their own development as a performer.

Creative Presentation (30%)

Students identify a show alongside a practitioner or theatrical style and – using the Dramatic Process – develop a hypothetical production for that show. They will need to identify and apply stylistic features to show an understanding of the style.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There will be no additional costs for this subject.

HUMANITIES AND SOCIAL SCIENCE

MODERN HISTORY

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Debbie Wherry

PRE-REQUISITES
Demonstrated aptitude and successful completion of 20 credits of Stage 1 English (not Essential English) at a B standard or higher. Successful completion of Stage 1 Modern History or Stage 1 Ancient Studies would be an advantage. However, it is not a pre-requisite to study Stage 2 Modern History.

WHAT WILL I LEARN ABOUT?
Modern Nations Topic - Students will study one of the following:

- Topic 1: Australia (1901-56)
- Topic 2: United States of America (1914-45)
- Topic 3: Germany (1918-48)
- Topic 4: The Soviet Union and Russia (1945-91)
- Topic 5: Indonesia (1942-2005)
- Topic 6: China (1949-99)

The World since 1945 – Students will study one of the following:

- Topic 7: The changing world order (1945-)
- Topic 8: Australia's relationship with Asia and the South Pacific Region (1945-)
- Topic 9: National self-determination in South-East Asia (1945-)
- Topic 10: The struggle for peace in the Middle East (1945-)
- Topic 11: Challenges to peace and security (1945-)
- Topic 12: The United Nations and establishment of a global perspective (1945-)

ASSESSMENTS
Historical Skills (50%)

- Essay on Modern Nations topic to a maximum of 1000 words
- Sources Analysis on Modern Nations topic completed in both class and homework time to a maximum of 1000 words
- Essay on The World Since 1945 to a maximum of 1000 words
- Photo Story of images, text, voice, music and significant events and people relevant to The World Since 1945 topic to a maximum of 6 minutes
- Essay on The World Since 1945 topic to a maximum of 1000 words.

Historical Study (20%)
Students complete a Historical Study in an area of interest from 1750 onwards. This can be completed in a written, oral or multimodal format to a maximum of 2000 words or equivalent.

Examination (External 30%)
This is an externally assessed examination set by the SACE Board: 2 hours and 10 minutes duration. Students will complete an essay on the Modern Nations topic and a Sources Analysis.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?
Students must purchase the Stage 2 Modern History Essentials Workbook for $45.

ANCIENT STUDIES

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Adrian Adams

PRE-REQUISITES

Students will need basic language skills, along with enjoyment of group discussion, reading and research, to convey their ideas and arguments in a written and multi-modal format. Successful completion of Year 11 Ancient Studies would be an advantage but is not essential.

WHAT WILL I LEARN ABOUT?

Stage 2 Ancient Studies gives students the opportunity to examine the representation of ancient societies in the contexts of Daily Life, Ancient Burial and Funerary Practices, Epic Literature and Warfare and Conflict. They will communicate their understanding of texts, ideas, historical artefacts and events through the creation of a range of different tasks.

ASSESSMENTS

Skills and Application Tasks (50%)

Students will produce FOUR written or multimodal tasks related to a selected topic.

- Sources Test: Students will produce an 800-word series of extended responses using selected evidence and analysis of historical sources.
- Creative Response: Students will create an 800-word narrative to convey understanding of a significant military leader or conflict.
- Presentation: Students will create a 5-minute multi-modal presentation about an ancient society that considers the attitudes and values
- Report: Students will submit a 1000-word scripted oral or news report that examines social structure and daily life.

Connection Tasks (20%)

Students will produce two written or multimodal tasks related to a selected topic. The focus is to explore deep connections between any two ancient societies. Students will need to be able to communicate their conclusions and consider how ideas and innovations helped to shape or influence these ancient worlds.

Inquiry (External 30%)

Students complete an independent research investigation on a topic of their choice. The focus is on planning and researching focus questions connected to their inquiry topic. Students will need to present their findings using historical skills along with an evaluation of sources in a well-planned argument.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

LEGAL STUDIES

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Tania Watters

PRE-REQUISITES

Demonstrated aptitude and successful completion of 20 credits of English (not Essential English) at a B level or higher is required. Stage 1 Legal Studies is recommended, as well as an interest in the Australian legal system.

WHAT WILL I LEARN ABOUT?

Stage 2 Legal Studies builds on the big questions and knowledge gained from Stage 1 Legal Studies with a strong focus on the competing tensions. There are three main topics namely, the Australian Legal System, Sources of Law and Dispute Resolution in society.

The Australian Constitution	Sources of Law
• What are the origins of Australia's constitutional system? • What are the underlying principles and key features of Australia's constitutional system? • What are the strengths and weaknesses of Australia's constitutional system? • How have decisions made by the High Court of Australia impacted on the Australian legal system and society? • How does the Constitution influence Australia's relationship with other countries? • How does the Constitution protect groups and individuals in the Australian community, including Aboriginal and Torres Strait Islanders?	• Why are the following underlying principles of the Australian legal system important? o rule of law o separation of powers o responsible government o representative government o judicial independence • What is the structure, composition, and role of the Commonwealth parliament, and one state or territory parliament? • How and why are laws made by Commonwealth parliament, and one state or territory parliament, and delegated bodies? • How and why are laws made by the Commonwealth courts, and one state or territory court, including the High Court? • What is the relationship between the three arms of government, and the laws they make? • How and why are laws supervised? • What are the strengths and weaknesses of different law-making processes and the laws that result?

Dispute Resolution	Inquiry Unit
This unit focusses on alternative dispute resolution methods as well as the role of the following features of the adversary system: • burden and standard of proof • rule of law • role of the judge • role of parties, witnesses, and other participants, including juries • rules of evidence and procedure • criminal and civil disputes resolved with and without a trial? • key features and principles of criminal and civil law • comparison of the adversary system and the inquisitorial systems • protection of the rights of groups and individuals in the community, including Aboriginal and Torres Strait Islanders	This unit includes an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and the disempowered, and certainty and flexibility. Laws must constantly evolve to resolve these tensions, while also responding to changes in community values and circumstances. • Students choose a question of law to explore • Students must develop an argument in response to their questions, by analysing appropriate legal principles, processes, evidence, and cases. • Students consider a range of perspectives to make recommendations for reforms to the legal system and laws.

ASSESSMENTS

Folio Tasks (40%)

- Australian Constitution Assignment - a range of short descriptive and extended evaluative questions provided by the teacher in response to provocations covering federalism, representative government, the purpose of the Constitution and the role of the High Court.
- International Law Essay - an essay using a range of sources to justify a final opinion, including the Mabo case to discuss implications of International treaties.
- Source Analysis - Students will examine various source excerpts to evaluate the three forms of lawmaking. This includes justification of the strengths and weaknesses of the processes and methods of supervision.
- In class test - Criminal and civil case study article analysis completed in class.

Inquiry Task (30%)

Students will complete a 2000-word Inquiry task into a topic of their choice, that has been in the public domain in the last 12 months, is connected to at least one focus area and addresses at least one set of the competing tensions.

Examination (External 30%)

Externally assessed exam set by the SACE board - Two hours and 10 minutes duration covering the two focus areas of the course delivered, and a choice of one extended response on any of the three units (including option topic.)

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

TOURISM

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Alex Hewson

PRE-REQUISITES

Students would benefit from having studied Stage 1 Tourism, but this is not compulsory.

WHAT WILL I LEARN ABOUT?

Students will learn about the impact of tourism through studying the economic, environmental, and social-cultural impacts of tourism. This will include an understanding of interactions between the host community and tourists. Students will investigate different types of tourism with additional depth in the areas of eco-tourism and special interest tourism. A wide range of theoretical tourism models and concepts will be used to assess both tourists and tourism destinations so students can make informed conclusions and recommendations.

ASSESSMENTS

Folio (20%)

- Destination Impact Factors - Students will use an understanding of the different impact factors that can affect a destination to investigate the ongoing effect of tourism for a selected destination. Students will submit their analysis in the form of a 1000-word report.
- Source Analysis - Students will use their understanding of tourism models and concepts to respond to a set of short and extended answer questions. This task will be completed with a time limit and under test conditions.

Practical Activity (25%)

- Sustainability Case Study - Students will visit a South Australian tourism business with a focus on the natural environment (Cleland Wildlife Park or The Adelaide Zoo) and investigate how they adhere to a range of sustainable tourism practices. This task will be submitted as a 1000-word report.
- Special Interest Tourism - Students will visit the Barossa Valley to assess how the region caters to a wide variety of special interest tourists. This will include a reflection on the value of tourism to the region and its overall impact on the host community. Students will submit this task as a 6-minute multi-modal, pre-recorded presentation.

Investigation (25%)

Students identify a trend, development, or contemporary issue in tourism for investigation. Students must identify, select, analyse and evaluate primary and secondary sources of information and present their findings in a 1500-word report or 10-minute multi-modal presentation.

Examination (External 30%)

Students will sit an electronic online exam, 2 hours and 10 minutes in length. Students will be presented with a range of sources and will be required to apply their understanding of tourism concepts and models to respond to a set of short and extended response questions.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Two excursions which can vary in cost. Approximately $50-80 total for both excursions.

TOURISM - COMMUNITY CONNECTIONS

STATUS: NON-TERTIARY ADMISSION SUBJECT (NON-TAS)
CONTACT TEACHER: Alex Hewson

SKILL SET

Students would benefit from having studied Stage 1 Tourism, but this is not compulsory.

WHAT WILL I LEARN ABOUT?

Students will learn about the impact of tourism through studying the economic, environmental and social-cultural impacts of tourism. This will include an understanding of interactions between the host community and tourists. Students will investigate different types of tourism with additional depth in the areas of eco-tourism and special interest tourism. Students will assess the different types of tourists and learn to plan appropriately detailed itineraries for them to follow.

ASSESSMENTS

Folio (50%)

- Sustainability Case Study – Students will visit a South Australian tourism business with a focus on the natural environment (Cleland Wildlife Park or The Adelaide Zoo) and investigate how they adhere to a range of sustainable tourism practices. This task will be submitted as a written report up to 800-words.
- Special Interest Tourism – Students will visit the Barossa Valley to assess how the region caters to a wide variety of special interest tourists. This will include a reflection on the value of tourism to the region and its overall impact on the host community. Students will submit this task as a multi-modal, pre-recorded presentation up to 5-minutes.
- Destination Impact Factors – Students will use an understanding of the different impact factors that can affect a destination to investigate the ongoing effect of an event or issue on tourism for a selected destination. This will be submitted as a written report up to 80-words.
- Source Analysis - Students will use their understanding of tourism models and concepts to respond to a set of short and extended answer questions. This task can be completed in a written or multi-modal format.

Community Engagement Activity (External 30%)

Students will engage with a member of the wider community to discover their needs and wants for a tourism experience. Students will plan and deliver an appropriate travel package to their client and reflect on the outcome. Students will submit their detailed travel package using 1500-words and a range of appropriate images.

Reflection (20%)

Students reflect on each of the folio tasks including, the development of knowledge, concepts, skills, and new understandings related to Tourism. They will also reflect on the development of their planning, organisational, problem solving and decision-making skills through their community application activity using either 1500-words, a 9-minute oral, or equivalent in multimodal form.

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

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Two excursions which can vary in cost. Approximately $50-80 in total for both excursions.

ACCOUNTING

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Christine McMahon

PRE-REQUISITES

Successful completion of Stage 1 Accounting would be an advantage. However, it is not a pre-requisite to study Stage 2 Accounting.

WHAT WILL I LEARN ABOUT?

In Stage 2 Accounting, students continue to develop and extend their understanding of the underpinning accounting concepts and conventions used to understand and classify financial transactions within a business.

Topics include:

- The role of accounting
- Preparation of balance sheets/income statements
- General ledgers/journals/subsidiary ledgers
- Credit control procedures
- Stock control
- Depreciations
- Balance day adjustments
- Cash control

Students will examine current and emerging social trends, evolving technologies, government regulations, environmental issues, new markets, and other economic factors, as well as ethics and values, when exploring the practice of accounting.

ASSESSMENTS

Folio (40%)

Students undertake four accounting concepts and solutions tasks. Tasks can include a report for a business owner, timed tasks on accounting procedures and a case study.

Skills and Applications Tasks (30%)

Students undertake one task concentrating on providing accounting advice for a small business.

Examination (External 30%)

Students undertake a 130-minute examination, set by the SACE Board and divided into two sections:
Section 1: Application of Accounting Skills
Section 2: Accounting for Decision-making.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Stage 2 Accounting Essentials Workbook ($50 approximately)

BUSINESS INNOVATION

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Alex Hughes

PRE-REQUISITES

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

WHAT WILL I LEARN ABOUT?

Business Innovation students will gain knowledge, skills and understandings to engage in designing, sustaining and transforming business. Business Innovation applies design thinking and assumption-based business planning tools to promote a customer centred approach to innovation and the transformation of business products and services.

Business Innovation is structured around three key contexts:

- Designing business
- Sustaining business
- Transforming business

Students explore the following contexts:

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local and digital perspectives
- The nature and structure of business

ASSESSMENTS

Business Skills (40%)

Assignment 1 – Designing Business

Students are to collaborate to design a new business through Design Thinking.

- Part A: 200-word equivalent multimodal presentation of Experiment Board/Lean Validation Board and Value Proposition Canvas
- Part B: 500-word equivalent multimodal portfolio of testing
- Part C: 300-word written evaluation of the testing process

Assignment 2 – Business Building Strategies

Students consolidate their business ideas by working through business modeling tools.

- Part A: 300-word equivalent multimodal presentation of the Business Model Canvas
- Part B: 700-word equivalent infographic outlining the Get Keep Grow strategy for the chosen business.

Assignment 3 – Consultancy Report

Students produce a Consultancy Report to analyse markets and produce recommendations for business.

- Part A: 700-word equivalent consultancy report
- Part B: 300-word equivalent financial discussion

Business Model (30%)

Students write a 2000-word evaluation to evaluate the feasibility of the development of their business.

Business Plan and Pitch (External 30%)

Students develop a 1700-word Business Plan and 2-minute multimodal Pitch for investors to consider investing in their business and their product/service.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Essentials Workbook $45

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

Material Solutions – Fabric Technologies

For ATAR calculation only 20 credits can be from a Material Solutions subject.

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

ADVANCED MANUFACTURING – INDUSTRY SOLUTIONS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Billy Blauhoefer-Clogg

PRE-REQUISITES

Successful completion of a Stage 1 Advanced Manufacturing course is highly recommended. Successful completion of Stage 1 Material Solutions may be acceptable (a discussion with Technologies Coordinator is needed).

WHAT WILL I LEARN ABOUT?

Advanced Manufacturing focuses on the production of solutions using Computer Aided Design (CAD) and advanced machines. The advanced methods you will focus on are 3D modelling using Fusion 360 and the use of different machines such as the CN Plasma, CN Router, Laser Cutter and 3D Printer. The skills used will be dependent on the design brief you create. You will also conduct an in-depth materials investigation in relation to your designed solution.

ASSESSMENT

Folio (50%)

- Design Brief/Gantt Chart – Figuring out what project you would like to make and plan out the process of making it.
- Research of Existing Products/Specifications and Constraints – Looking at similar products to what you want to make and setting limits for your project.
- Designing your project – Material List and Costing/Production Plan. Decide which materials you would like to use, working out how much your project will cost and creating a step-by-step process to produce you project.
- Journal/Evaluation – Pictures and comments of your production process and a comprehensive evaluation of your design process.

Skills and Applications Tasks (20%)

- Skills Investigation - Students complete two practical skills tasks and two 500-word reports focusing on skills learnt in each task. These tasks will use Fusion 360 and could be metal, wood or plastics related, depending on the design brief. These tasks will be related to using the different advanced machinery.
- Material Testing – You will test materials, joints or finishes based on the design brief and report your finding through stats and graphs. The results from your testing will then be used to help you select materials, methods, joints and finishes for your solution.

Two-Part Resource Study (External 30%)

- Part 1 - 500-word study using some of your learning from your Skills and Application Tasks and research. You will discuss two or more materials and or components and how they work. This information will help inform your solution design.
- Part 2 - 1500-word essay in which you will research one or more of the following topics in relation to your solution: Sustainability, Ethics, History/Culture, Legal Responsibilities, Economic Considerations

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students will need to purchase building materials ranging between $20–$200, depending on the individual project.

MATERIAL SOLUTIONS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Billy Blauhoefer-Clogg
PRECLUDED COMBINATION: With other Material Solutions subjects for ATAR purposes

PRE-REQUISITES

Successful completion of a Stage 1 Material Solutions course is highly recommended. Successful completion of Stage 1 Advanced Manufacturing may be acceptable (a discussion with Technologies Coordinator is needed).

WHAT WILL I LEARN ABOUT?

Material Solutions focuses on the production of solutions using traditional methods. The traditional methods may include metalwork, woodwork and or plastics with the focus being hand production skills. The skills and materials used will be dependent on the design brief you create. You will also conduct an in-depth materials investigation in relation to your designed solution.

ASSESSMENT

Folio (50%)

- Design Brief/Gantt Chart – Figuring out what project you would like to make and plan out the process of making it.
- Research of Existing Products/Specifications and Constraints – Looking at similar products to what you want to make and setting limits for your project.
- Designing your project – Material List and Costing/Production Plan. Decide which materials you would like to use, working out how much your project will cost and creating a step-by-step process to produce you project.
- Journal/Evaluation – Pictures and comments of your production process and a comprehensive evaluation of your design process.

Skills and Applications Tasks (20%)

- Skills Investigation - Students complete two practical skills tasks and two 500-word reports focusing on skills learnt in each task. These are open and could be mental wood or plastics related depending on the design brief. These tasks are often related to joining methods, finishing methods or material specific skills.
- Material Testing – You will test materials, joints or finishes based on the design brief and report your finding through stats and graphs. The results from your testing will then be used to help you select materials, methods, joints and finishes for your solution

Two-Part Resource Study (External 30%)

- Part 1 - 500-word study using some of your learning from your Skills and Application Tasks and research. You will discuss two or more materials and or components and how they work. This information will help inform your solution design.
- Part 2 - 1500-word essay in which you will research one or more of the following topics in relation to your solution: Sustainability, Ethics, History/Culture, Legal Responsibilities, Economic Considerations.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students will need to purchase building materials ranging between $20–$200, depending on the individual project.

DIGITAL TECHNOLOGIES

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Tim Nykke

PRE-REQUISITES

Students will need a basic understanding of coding and a willingness to develop solutions demonstrating initiative, collaboration, creativity, and communication.

WHAT WILL I LEARN ABOUT?

Students create practical, innovative solutions to problems of interest. Students develop and apply their skills in computational thinking and in program design, and engage in iterative project development, where a product or prototype is designed and tested and/or implemented in stages. They follow iterative engineering design processes when creating their solutions as either an interactive game, mobile phone app or website.

ASSESSMENTS

Project Skills (50%)

- Research and Ethics (Individual) - Students work independently to identify and research a social/ethical issue of interest related to the use of technology.
- Data Analytics (Collaboration) - Students will work collaboratively to make sense of the Australian Road Deaths Database data and summarise it in a form that can highlight the importance of driving safely.
- Programming Skills (Individual) - Students apply computational thinking concepts and techniques to identify and deconstruct similar problems using a variety of programming techniques.
- Iterative Project Development (Individual) - Students use an iterative project development approach to design a prototype of a Graphical User Display (GUI) of the app or website, aimed at making driving safer.

Collaborative Project (20%)

Students work collaboratively to develop a digital solution. Students break the system into logical sections, which are developed independently.

Individual Digital Solution (External 30%)

Students apply iterative project techniques to independently identify, deconstruct, and solve a problem of interest by creating and evaluating a digital solution or prototype.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

CHILD STUDIES

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Emily Donoghue

PRE-REQUISITES

Students will need competent skills in research, analysis and reflection to complete written tasks. Students should have an interest in the development of children and their needs. Completion of Year 10 or Stage 1 Child Studies would be an advantage.

WHAT WILL I LEARN ABOUT?

Stage 2 Child Studies 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 critically examine contemporary and future issues related to children and their development and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels.

ASSESSMENTS

Practical Activity (50%)

Working individually, students will complete four practical activities. Each activity will require a 500-word Research Task or Action Plan and two activities require a 500-word Evaluation.

- Health and Nutrition – develop two nutritious menu items for either a child-care centre or school canteen.
- Cultural Task – create an activity for young children that reflects and respects the cultural diversity of the community.
- Children's Literature – create a children's book that enhances social and emotional development.
- Special Needs – produce an item that helps with the development of a child with special need.

Group Activity (20%)

Working in small groups, students will complete two activities. Each activity will require a 500-word Group Decision-Making Task and an Individual 500-word Evaluation.

- Nature Play – create a resource for parents that provides learning activities for children related to a particular natural environment.
- Play and Development – plan, organise and create STEM activities related to a chosen story.

Investigation (External 30%)

Students identify a relevant contemporary issue related to a selected area of study and state this issue as a research question or hypothesis. They relate their study to the learning requirements and define the scope of the study, analyse information for relevance and appropriateness, and acknowledge sources appropriately evaluate evidence analyse findings and draw relevant conclusions, producing a 2000-word investigation.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students who study Stage 2 Child Studies may have excursions and/or guest speaker costs throughout the year. A fee of $200 is required per student towards costs of materials (e.g. food, fabrics and packaging).

CHILD STUDIES – COMMUNITY CONNECTIONS

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

CONTACT TEACHER: Emily Donoghue

PRE-REQUISITES

Students will need competent skills in planning, reflection and practical work to complete assessment tasks. Students should have an interest in the development of children and their needs. Completion of Year 10 or Stage 1 Child Studies would be an advantage.

WHAT WILL I LEARN ABOUT?

Stage 2 Child Studies Community Connections focuses on children's growth and development from conception to eight years of age inclusive. Students complete planning and practical tasks while gaining knowledge and understanding of a variety of related topics about parenting and caregiving.

Students design an individual community application activity to display knowledge and understanding, while connecting with the community and reflect on the process and outcomes. This is designed to help them learn about their capabilities and to consider future directions.

ASSESSMENTS

Folio (50%)

Working individually students will provide evidence of learning from completing four practical tasks in the areas of Health and Nutrition, a Cultural task, a Children's Literature task and a Special Needs task. Each activity will require a 300-400-word Research Task or Action Plan.

Reflection (20%)

Students reflect on each of the folio tasks including, the development of knowledge, concepts, skills and new understandings related to children's development. Also, the development of their planning, organisational, problem solving and decision-making skills through their community application activity using either 1500-words, a 9-minute oral or equivalent in multimodal form.

Community Application Activity (External 30%)

This assessment is designed by the student. Students connect their community application activity to a community context. They take and apply the knowledge, skills, and understanding of the aspect or area of interest to a community context. Examples of community application activities in Child Studies may include making a recipe book for children that can be shared with the community, creating a toy or resource suitable for a community group, etc. The community application activity should be a maximum of 1500 words if written or a maximum of 9 minutes if oral, or the equivalent in multimodal form. As a guide, the student undertakes the community application activity in approximately 20 hours.

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

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students who study Stage 2 Child Studies Community Connections may have excursions and/or guest speaker costs throughout the year. A fee of $150 is required per student towards costs of materials (eg food, fabrics, packaging etc) and is payable at the beginning of the year.

FABRIC TECHNOLOGIES – MATERIAL SOLUTIONS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Emily Donoghue
PRECLUDED COMBINATION: With other Material Solutions subjects for ATAR purposes

PRE-REQUISITES

Competent sewing skills are required for this course. Successful completion of Year 10 Child Studies, Year 10 Fabric Technologies, Stage 1 Child Studies or Stage 1 Fabric Technologies will be an advantage.

WHAT WILL I LEARN ABOUT?

Students will develop the skills and knowledge to use equipment in the textiles room safely and competently. They use the design process to investigate, design, plan, produce and evaluate textile products and investigate and analyse the properties of fabrics and notions that are suitable in the production of textile products.

ASSESSMENTS

Specialised Skills Tasks (20%)

Students complete two specialised skills tasks. They demonstrate skills and knowledge that will be required to produce their final product. Students evaluate and assess the development of their own skills and review how processes and techniques may influence their final product.

Design Process and Solution (50%)

Students produce a design folio and a final product, showcasing skills learnt in the specialised skills tasks. The design folio will provide evidence of the stages of the design process. The design folio should be up to a total maximum of 3000 words, or the equivalent in multimodal form (where 6 minutes is equivalent to 1000 words).

Resource Study (External 30%)

The resource study should be presented in written or multimodal form. It should be up to a maximum of 2000 words if written or the equivalent in multimodal form (where 1000 words is equivalent to 6 minutes).

- Part 1: Resource Investigation - Students investigate and analyse the functional characteristics and properties of two or more materials or components they are considering for use in the creation of their final product.
- Part 2: Issue Exploration - Students investigate and analyse ethical, legal, economic and/or sustainability issues related to their final product.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students 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 (e.g. 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: Emily Donoghue

PRE-REQUISITES

Competent sewing skills are required for this course. Successful completion of Year 10 Child Studies, Year 10 Fabric Technologies, Stage 1 Child Studies or Stage 1 Fabric Technologies will be an advantage.

WHAT WILL I LEARN ABOUT?

- Develop the skills and knowledge to use equipment in the textiles room safely and competently.
- Use the design process to investigate, design, plan, produce and evaluate textile products.
- Investigate and analyse the properties of fabrics and notions that are suitable in the production of textile products.

ASSESSMENTS

Folio (50%)

Students provide evidence of learning from completing at least four tasks.

- Students complete_two specialised skills tasks. They demonstrate skills and knowledge that will be required to produce their final product. Students evaluate and assess the development of their own skills and review how processes and techniques may influence their final product.
- Students produce two products, showcasing skills learnt in the specialised skills tasks. Students should provide evidence of the stages of the design process.

Reflection (20%)

1500 words or 9-minute oral or equivalent in multimodal form

Students reflect on each of the folio tasks, including:

- the development of knowledge, concepts, skills and new understandings related to Fabric Technologies
- the development of their planning, organisational, problem solving and decision-making skills through their community application activity
- the development of their selected SACE capability using evidence of actions taken

Community Application Activity (External 30%)

This assessment is designed by the student. Students connect their community application activity to a community context. They take and apply the knowledge, skills, and understanding of the aspect or area of interest to a community context. Examples of community application activities in Fabric Technologies may include making textiles products for a community organisation (blankets, bears, clothing, etc.). As a guide, the student undertakes the community application activity in approximately 20 hours.

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

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Students 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 (e.g. textiles, materials, guest speakers, excursions) is payable at the beginning of the year.

FOOD AND HOSPITALITY

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Emily Donoghue

PRE-REQUISITES

Students will need competent skills in research, analysis and reflection to complete written tasks. Students should have confidence in working in the kitchen to prepare a variety of dishes. Completion of Year 10 or Stage 1 Food and Hospitality would be an advantage.

WHAT WILL I LEARN ABOUT?

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural and technological factors at local, national and global levels.

ASSESSMENT

Practical Activity (50%)

- Working individually and in pairs, students will complete four practical activities in the areas of Burger Bars, Sustainable Food, Street Food and a Gourmet Dessert. Each activity will require a 500-word Research Task or Action Plan and two activities require a 500-word Evaluation.

Group Activity (20%)

- Working in small groups, students will complete two activities; a Function Catering Task, preparing and presenting canapes that reflect healthy eating practices for a chosen clientele and a themed Takeaway Box, preparing and presenting a selection of foods. Each activity will require a 500-word Group Decision-Making Task and an Individual 500-word Evaluation.

Investigation (External 30%)

- In this 2000-word Investigation, students identify a relevant contemporary issue related to a selected area of study and state this issue as a research question or hypothesis. They relate their study to the learning requirements and define the scope of the study, analyse information for relevance and appropriateness, and acknowledge sources appropriately evaluate evidence analyse findings and draw relevant conclusions.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

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: Emily Donoghue

PRE-REQUISITES

Students will need competent skills in reflection and practical to complete assessment tasks. Students should have confidence in working in the kitchen to prepare a variety of dishes. Completion of Year 10 or Stage 1 Food and Hospitality or Food Technologies would be an advantage.

WHAT WILL I LEARN ABOUT?

Stage 2 Food and Hospitality - Community Connections focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural and technological factors at local, national and global levels.

ASSESSMENT

Folio (50%)

Working individually students will provide evidence of learning from completing four practical tasks in the areas of Tapas and Shared Plates, Sustainable Food a Gourmet Dessert and a Themed Takeaway Box. Each activity will require a 300-400-word Research Task or Action Plan.

Reflection (20%)

Students reflect on each of the folio tasks including, the development of knowledge, concepts, skills and new understandings related to the Food and Hospitality. Also, the development of their planning, organisational, problem solving and decision-making skills through their community application activity using either 1500-words, a 9-minute oral or equivalent in multimodal form.

Investigation (External 30%)

In this 2000-word Investigation, students identify a relevant contemporary issue related to a selected area of study and state this issue as a research question or hypothesis. They relate their study to the learning requirements and define the scope of the study, analyse information for relevance and appropriateness, and acknowledge sources appropriately evaluate evidence analyse findings and draw relevant conclusions.

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

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

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).

ENGLISH

ENGLISH LITERARY STUDIES

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Anthony Arciuolo

PRE-REQUISITES

Students will need to have studied English Pre-Literary Studies at Stage 1 level. Students will need to be curious about plays, novels, film and poetry and the way complex ideas, themes and perspectives are explored through techniques. Students should be confident readers and writers and be prepared to articulate ideas in structured ways through essays and exams.

WHAT WILL I LEARN ABOUT?

Students will learn about the ways in which literary* texts such as plays, novels, films and poetry represent culture and identity. This subject focuses on the skills and strategies of critical thinking needed to interpret texts. Students develop an understanding of the power of language and stylistic features needed to represent the complexity of human nature.

ASSESSMENTS

Responding to Texts (50%)

- Film Analysis - Students will analyse a film by focusing on the role of the director. This film study is designed to develop an understanding of the ways in which directors use stylistic features to communicate complex ideas. The response will be a 1250-word academic essay.
- Novel Analysis - Students will analyse a novel by considering how the author intentionally uses a range of narrative techniques to explore ideas. A four paragraph 1500-word written response must fluently analyse a range of major themes.
- Poetry Analysis - Students will analyse a wide range of poets to explore and evaluate the ways in which poets influence readers response. Students will develop an awareness of how poetic conventions are used and develop their own independent and informed interpretation of poems supported by critical terminology through a three-paragraph academic interpretive written response of 1250 words.
- Critical Perspectives - Students will analyse how the same text can be interpreted in a number of different ways according to different readers' interpretations, such as Feminist, Socio-Historic or Psychoanalytical Perspectives. They will produce a 1000-word essay response.

Creating Texts (20%)

- Persuasive Text - Students use a wide range of persuasive techniques to present a convincing argument on a topic of their own interest and present this in an appropriate format such as online or print magazine, newspaper article, blog or speech.
- Transformative - Students will write their own original narrative or poem of any form, inspired by an idea explored in one of the shared texts studied in class, thus transforming that idea into the creation of a new text. This will be accompanied by a Writer's Statement which articulates the decisions made by the student when creating the new text.

Examination (External 30%)

A critical reading of one or more short texts. The short texts may be in a variety of forms (e.g. narrative, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks). The critical reading is a 100-minute examination developed by the SACE Board.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

*Literary texts refer to past and contemporary texts across a range of cultural contexts. They are valued for their form and style and are recognised as having enduring or artistic value.

ENGLISH

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Anthony Arciuolo

PRE-REQUISITES

Students will need a general understanding and comprehension of the English language with a capacity to convey their ideas in a written and multi-modal format.

WHAT WILL I LEARN ABOUT?

Stage 2 English gives students the opportunity to 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.

ASSESSMENTS

Responding to Texts (30%)

- Mass Media Comparison - Students will produce a 1000-word report comparing two different forms of media texts about the same topic, examining similarities and differences to provide analysis of how language and stylistic features and conventions influence audiences.
- Film Analysis - Students will produce a 6-minute multimodal presentation after viewing a film as a class. They will study various cinematic techniques and explore how the director uses stylistic features to position the audience to respond to complex ideas.
- Novel/Drama Study - Students will produce a 1000-word essay responding to a question about the class text. They will study various narrative techniques and explore how the author uses stylistic features to position the audience to respond to complex ideas.

Creating Texts (40%)

- Argument - Students will produce a 1000-word written or 6-minute multimodal argument which aims to persuade or communicate a perspective on one side of a contentious issue.
- Narrative - Students will produce a 1000-word creative text in the form of an original narrative. They will demonstrate their mastery of the structure, conventions and literary devices used in a narrative in order to engage their intended audience and achieve their purpose.
- Writing for Publication - Students will produce a 1000-word article or blog, fit for publication. They will apply the skills they have developed by choosing a particular form of writing and carrying it through to publication stage, considering the needs of the intended audience.
- Writer's Statement - Students will produce a 6-minute multimodal presentation in which they reflect on the process of developing their writing to publication standard. They will explain and justify the creative decisions made in the process of writing the text.

Comparative Analysis (External 30%)

Students complete a 2000-word written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audiences.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

ESSENTIAL ENGLISH

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Anthony Arciuolo

PRE-REQUISITES

Students will need a basic understanding and comprehension of the English language with a capacity to convey their ideas in a written, oral, and multi-modal format.

WHAT WILL I LEARN ABOUT?

Stage 2 Essential English gives students the opportunity to learn about and create a variety of text types including news reports, web tutorials and an advocacy text. Students will learn about different language types and techniques and then apply this knowledge to a variety of different contexts. These contexts include reviewing a film, analysing posters, analysing speeches and their individually chosen texts through the Language Study.

ASSESSMENTS

Responding to Texts (30%)

- Film Review - Students will produce a 600–800-word review of a selected film for publication in a chosen context.
- Speech Analysis - Students will analyse a speech from a specific context to determine the various language features that the speaker uses to achieve their purpose. Students will convey their analysis of the speech through an 800-word written response.
- Poster Analysis - Students will analyse a poster on workplace safety to determine the language techniques and design features that are used to achieve its purpose. Students will submit their analysis in a multi-modal format of up to 5-minutes.

Creating Texts (40%)

- Advocacy Text - Students will investigate an issue of their choosing and create a written communication up to a maximum of 800 words, advocating for an outcome.
- News Report - Students will create a written news report of up to 800 words using an appropriate design and format. The report can focus on a real or fictional event in a local, national, or global context.
- Web Tutorial/YouTube Clip - Students will create a 5-minute video, which can be a tutorial or an unboxing. The video format needs to be suitable for publication and use the conventions of the text type.

Language Study (External 30%)

Students complete an independent language study. The focus of the study is an understanding of the use language and techniques by people in a chosen context beyond the classroom. Students will produce a 1500-word report or 9-minute multi-modal presentation.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Dwayne Treasure and Nathan Steinberner

SKILL SET

Successful completion of at least one semester of Year 11 Physical Education and willingness to learn and apply key physical education theoretical concepts would be an advantage for the course.

WHAT WILL I LEARN ABOUT?

In Stage 2 Physical Education, students have four practical lessons and three theory lessons per week. Students are given the opportunity to work collaboratively and individually to demonstrate their learning through a variety of practical activities and sports. They will demonstrate an application of knowledge and understanding of concepts by applying the data collected during lessons to key physical education concepts, including interplay of energy systems, biomechanics, skill learning, training, factors affecting performance and training methods and principles.

ASSESSMENTS

Diagnostics (30%)

- Badminton - 1500 word or 9-minute multimodal presentation. Students gather skill and/or tactical data from a badminton match played between two people. The data is then 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 - 1500 word or 9-minute multimodal presentation. Students will participate in a unit of Touch Football and collect various forms of data/evidence from their participation to discuss the interplay of energy systems and the role of fatigue on performance.

Improvement Analysis (40%)

4000 word or 24-minute multimodal presentation. Students undertake a personal journey of improvement through physical activity. They design and implement strategies such as plans/programs to improve a specific skill or area of fitness. Students collect evidence and feedback to monitor effectiveness of the implemented strategies.

Group Dynamics (External 30%)

Group Dynamics (Volleyball) - 2000 word or 12-minute multimodal presentation. Students work with their class and wider school community to create a class sporting volleyball competition. Each student undertakes a specific role within the team to improve the participation and performance of other team members. They use the evidence collected to evaluate the impact they have had on the participation/performance of other team members.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

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

Successful completion of at least 1 semester of Year 11 Physical Education Integrated Learning would be advantage for the course.

WHAT WILL I LEARN ABOUT?

In Stage 2 Physical Education – Integrated Learning, students have four practical lessons and theory lessons a week. They are given the opportunity to work collaboratively and individually to make links between their learning and the capabilities developed. Students will develop and apply a range of knowledge, concepts and skills including, techniques and tactics in badminton and volleyball, fundamentals of coaching and planning training sessions and applying training methods and principles to training programs. They will also collect and analyse various evidence collected to demonstrate collaboration with others the development of the key capabilities.

ASSESSMENTS

Practical Inquiry (40%)

- Badminton - 7 pages of evidence and 500-word evaluation or 6-minute multimodal equivalent critique of skills. Students work individually and collaboratively to demonstrate knowledge, skills and application. They collect evidence on skills and tactics and using research critique their performance in badminton.
- Volleyball - a folio of 7 pages of evidence and 3 minutes speaking time in a group interview. Students collect a folio of evidence to demonstrate their learning and how they have developed the personal and social capability throughout volleyball. During a discussion with the teacher, students are encouraged to clearly and convincingly answer general and specific questions related to their learning and development of the personal and social capability.

Connections (30%)

Teaching Junior Students - a folio of evidence of learning consisting of 12 A4 pages and 1000 word or 6-minute multimodal reflection. Students gain prior knowledge of coaching by completing an online coaching course. In small groups they plan and implement a 2-lesson coaching unit with a group of junior students. Students will be assigned individual roles and are to assist in the planning, organisation, implementation and evaluation of the teaching sessions.

Personal Endeavour (External 30%)

Training Program - 2000 word or 12 minutes multimodal analysis of a training program. Students select an area of fitness they want to improve and develop a fitness training program to achieve their goals. They research and analyse the benefits and drawbacks of selected training methods and principles used. They also collect evidence of learning and evaluate the success of program with reference to specific capability they have developed.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

OUTDOOR EDUCATION

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHERS: Jack Cooke

PRE-REQUISITES

Successful completion of Year 11 Outdoor Education is highly recommended. A medium level of fitness and water confidence required, ***with the ability to swim at least 50 meters unassisted in the ocean***. ***Students MUST also commit to all practical activities and camps***. Appropriate levels of language and literacy required for personal reflection.

WHAT WILL I LEARN ABOUT?

Outdoor Education focuses on developing practical skills for safe, enjoyable and adventurous outdoor activity. Students develop their skills and knowledge regarding conservation and sustainability; human connections with nature; personal growth and safety. The key areas are preparation and planning, managing risk, leadership and decision making and self-reliance skills.

Students 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.

ASSESSMENTS

About Natural Environments (20%)

- Coastal Impacts Assignment – 800-word Research task about the environmental impacts on our SA Coastline.
- Sustainable Futures – 800-word Research task on the sustainable practices present in the Mount Lofty Ranges.

Experiences in Natural Environments (50%)

- Canoeing Expedition – 1000-word Planning Folio prior to expedition and reflection post expedition.
- Canoeing Self-reliant Expedition – 1500-word Planning Folio prior to expedition and reflection post expedition.

Connections with Natural Environments (External 30%)

2000-word Investigation based on students experience in natural environments.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Total additional costs for this subject are: $400 ($310 levy + $90 First Aid)

- Term 1: Canoeing Skills Day - Garden Island ($20)
  Coastal impacts 2-day excursion ($40)
- Term 2: First Aid Course – 1 Day ($90 – this is paid at time of the course, not in the levy)
  Sustainable Futures excursion to Mount Lofty Ranges ($20)
  Canoeing Camp: Chowilla – Murray River ($110)
- Term 3: Canoeing Self-Reliant Expedition: Chowilla – Murray River ($120)

LANGUAGES

ITALIAN

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Lisa Koles

PRE-REQUISITES

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

WHAT WILL I LEARN ABOUT?

The course aims to promote students' ability to communicate in both written and spoken Italian. Students can acquire transferable cognitive, social and learning skills as well as extend their general literacy. The use of the language will be categorised into 4 broad domains:

- Oral - focusing on acquiring and processing information and expressing it in the target language.
- Written - focusing on creative works and interpersonal relationships and exchanges.
- Text Analysis - focusing on the analysis of a text or texts in Italian with responses in English and Italian.
- Investigative Task – demonstrating research and personal reflection on cultural aspects that most interest them

ASSESSMENTS

Folio (50%)

- Interaction
- Text Production
- Text Analysis

Investigation (20%)
Examination (External 30%)

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

VIETNAMESE

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHERS: Van Dang

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

WHAT WILL I LEARN ABOUT?
When learning a language, the learner gains 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 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 interacting with others. 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.

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.

ASSESSMENTS
Folio (50%)
- Interaction
- Text Production
- Text Analysis

Investigation (20%)
Examination (External 30%)

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?
There are no additional costs for this subject.

MATHEMATICS

ESSENTIAL MATHEMATICS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Anna Beinke

PRE-REQUISITES

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

WHAT WILL I LEARN ABOUT?

Stage 2 Essential Maths extends students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. The topics covered are outlined below:

Scales, Plans and Models • 2D and 3D shapes • Sketching solids, perspective diagrams and nets • Scale Diagrams • Bearings
Measurement • Length, perimeter and area • Pythagoras' Theorem • Trigonometry (trigonometric ratios, cosine rule, sine rule) • Surface area, volume, and capacity
Investments and Loans • Simple and Compound Interest • Variable rates and future value annuities • Tax, inflation, superannuation • Reducing balance loans, home loans • Strategies to minimise interest • Comparing loans
Statistics • Sampling methods and displaying data • Measuring the centre of data (mean, median, quartiles) • Measuring the spread of data (range, interquartile range, standard deviation) • Correlation (linear regression, coefficient of determination)
Business Applications • Planning a business • Costing calculations • Discounts, purchases, depreciation, insurance • Profit and loss statements • Breakeven • Business structure and taxation

ASSESSMENTS

Folios (30%)

- Scales, plans and models directed investigation - A maximum 8-page report that includes scale diagrams and a discussion of your findings.
- Investments and loans directed investigation - A maximum 8-page report comparing loans and investments.

- Statistics directed investigation - A maximum 8-page report using correlation to identify trends in a data set.

Skills and Applications Tasks (40%)

- Scales, plans and models test
- Measurement test
- Statistics test
- Business applications test

Examination (External 30%)

Externally assessed exam set by the SACE board: 2 hours and 10 minutes duration covering Measurement, Statistics and Investments and Loans topics from the course.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

MASA Stage 2 Essential Mathematics Revision Guide (approximately $30) and a TI 84 PLUS or TI CE Graphics Calculator are required ($225 approximately).

GENERAL MATHEMATICS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Anna Beinke

PRE-REQUISITES

Demonstrated aptitude and successful completion of 20 credits of Stage 1 Mathematical Methods or General Mathematics is essential.

WHAT WILL I LEARN ABOUT?

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.

Modelling with Linear Relationships

Students review the concepts of continuous linear functions studied in Topic 5: Linear and exponential functions from Stage 1 General Mathematics and extend their understanding through the solution of problems involving simultaneous linear equations.

Students investigate the effects on the optimal solution of changing the initial parameters in some problems.

Students use electronic technology to support the efficient solution of pairs of simultaneous linear equations and the investigation of linear programming scenarios.

Modelling with Matrices

This topic continues the development of discrete mathematics begun in Topic 6: Matrices and networks in Stage 1 General Mathematics. Students apply matrices to solve problems in practical contexts.

Two practical applications of matrices are studied: connectivity of networks and transition problems.

In both cases students examine problems set in a variety of contexts and discuss the appropriateness of the models and the usefulness of the solutions found.

Statistical Models

The linear and exponential growth behaviours studied in Topic 5: Linear and exponential functions and their graphs in Stage 1 General Mathematics are observed in bivariate data.

By using electronic technology and statistical tools such as scatter plots and regression to analyse such data, students find algebraic models and use them for predictive purposes.

Financial Models

In this topic the focus is on the annuity model and its applications to investing and borrowing money.

The broad areas of consideration are:

- saving money for a future need by making regular deposits
- repayment of a reducing balance loan
- receiving an income stream from a lump-sum investment.

Students investigate the different types of saving plans, such as superannuation and long-term deposits. Students use the annuity model to investigate strategies for minimising interest paid on a loan or maximising the interest earned on an investment

Discrete Models

The focus of this topic is on finding optimal solutions for problems involving critical path analysis and assignment.

In critical path analysis, students determine the shortest time in which a complex task can be completed and identify the critical components of that task.

To demonstrate the diversity of discrete models, students also investigate assignment problems and learn the application of the Hungarian algorithm to their solution.

ASSESSMENTS

Mathematical Investigations (30%)

Students complete two investigation reports over a period of 3 weeks each. The report includes an outline of the problem, the method required to find a solution, application of the mathematical model or strategy, results, conclusion, appendices and bibliography. Maximum 12 single sided A4 pages.

Skills and Application Tasks (40%)

Students complete five skills and applications tasks (SATs) including at least one SAT on each of the non-examined topics. SATs are completed under the direct supervision of the teacher.

Examination (External 30%)

Externally assessed exam set by the SACE board. Topics covered are Statistical Models, Financial Models and Discrete Models.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

MASA Stage 2 General Mathematics Revision Guide ($30 approximately) and a TI 84 PLUS or TI CE Graphics Calculator is required ($225 approximately).

MATHEMATICAL METHODS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Anna Beinke

PRE-REQUISITES

Demonstrated aptitude and successful completion of a minimum of 20 credits of Stage 1 Mathematics is essential. It is strongly recommended that students complete Stage 1 Mathematics Unit 3, and advantageous to have completed Stage 1 Mathematics Unit 4.

WHAT WILL I LEARN ABOUT?

Stage 2 Mathematical Methods builds on the knowledge gained from Stage 1 Mathematical Methods with a strong focus on understanding application of Calculus and Statistics. The topics covered are outlined in the table below.

Further Differentiation and Applications Explore the rules of Calculus that were learnt in Stage 1 before establishing new differentiation rules: • Chain Rules • Product Rule • Quotient Rule • Second Derivatives These rules will then be applied to Exponential & Trigonometric functions in application settings such as: • Rates of Change • Kinematics • Optimisation	**Discrete Random Variables** Explore differences between Discrete variables and Continuous variables before applying algebraic formulas to work with different types of distributions. The use of a graphics calculator (Ti-84 Plus CE) is a critical component to undertake this topic. Some key concepts explored in this topic include: • Expected Outcomes • Bernoulli Trials • Binomial Probabilities
Integral Calculus Students learn that there is an operator which is the reverse of differentiation. Applying the antiderivative to functions explored in the Differentiation topic forms a new set of rules which are then applied to complex functions. These rules are the Fundamental Theorem of Calculus which is used to calculate Areas under and between functions.	**Logarithmic Functions** Extending on the topic of Exponentials and Logarithms taught in the Stage 1 course to support in finding the exact solutions to an equation where the power is an unknown quantity. With these skills, students identify how to use logarithmic scales before applying the growth rates to both Differential & Integral Calculus.
Continuous Random Variables and the Normal Distribution This topic extends on the Discrete Random Variables topic where students use continuous random variables to estimate probabilities. The concepts of Mean and Standard deviation from Stage 1 is used to calculate percentages of populations for normally distributed data. Sampling distribution of independent observations will be explored to observe patterns for normally distributed graphs.	**Sampling and Confidence Intervals** Students use a single sample mean to create an interval estimate for a population mean. This interval is made up of a lower and upper boundary formed by what level of confidence is used. Z-score calculations are introduced to determine the confidence level required. A second confidence interval is explored which looks at sample proportions.

ASSESSMENTS

Folios (20%)

Mathematical Investigation - Students will write a report with a maximum of 15 A4-single sided pages. The report will investigate mathematical relationships, concepts or problems which are set in an applied context.

Skills and Applications Tasks (50%)

6 x 75-minute supervised tests - These tests will occur approximately twice per term and will cover the content delivered in that topic with a focus on preparing students for exam level questions. The equivalent of 1 test across the year must be completed with no support of a Graphics Calculator or Notes page.

Examination (External 30%)

Externally assessed exam set by the SACE board - 2 hours and 10 minutes duration covering the entire course content delivered across the year.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

MASA Stage 2 Mathematical Methods Revision Guide (approx. $30) a TI 84 PLUS or TI CE Graphics Calculator is required ($225 approximately).

SPECIALIST MATHEMATICS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Anna Beinke
COMBINATION SUBJECT: This subject must be studied in conjunction with Mathematical Methods

PRE-REQUISITES

Demonstrated aptitude and successful completion of 40 credits of Stage 1 Mathematical Methods is essential. Specialist Mathematics is to be studied in conjunction with Mathematical Methods.

WHAT WILL I LEARN ABOUT?

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

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject. Topics studied include:

Topic 1: Proof by the Principle of Mathematical Induction
Topic 2: Complex Numbers and Real Polynomials
Topic 3: Functions and Graph Sketching
Topic 3: Vectors in Three Dimensions
Topic 4: Integral Calculus and its applications
Topic 6: Rates of Change and Differential Equations

ASSESSMENTS

Folio (20%)

- Students provide evidence of their learning in relation to concepts and techniques and reasoning and communication.
- Students complete one mathematical investigation - Students investigate mathematical relationships, concepts, or problems, which may be set in an applied context. Students demonstrate their problem-solving strategies as well as their knowledge, skills, and understanding in the investigation. They are encouraged to use a variety of mathematical and other software (e.g. computer algebra systems, spreadsheets, statistical packages) to enhance their investigation.
- Students complete a report for the mathematical investigation - In the report, students interpret and justify results, draw conclusions, and give appropriate explanations and arguments. The investigation report, excluding bibliography and appendices if used, must be a maximum of 15 A4 pages if written, or the equivalent in multimodal form. The maximum page limit is for single-sided A4 pages with minimum font size 10.

Skills and Applications Tasks (50%)

Students provide evidence of their learning in relation to concepts and techniques and reasoning and communication. Six supervised tests are used to assess the contents of topics 1 to 6. Each test is completed in class over 75 minutes.

- Term 1 - Skills and Application tasks include Proof by the Principle of Mathematical Induction and Complex Numbers and Real Polynomials.
- Term 2 - Skills and Application tasks include Functions and Graph Sketching and Vectors.

- Term 3 - Skills and Application tasks include Integral Calculus and its applications, and Rates of Change and Differential Equations.

The assessment of the Principle of Mathematical Induction is completed without the aid of handwritten notes or a calculator. Graphic Calculators and one A4 page of notes are allowed to complete the other five assessment tasks.

Examination (External 30%)

Externally assessed exam set by the SACE board - 2 hours and 10 minutes duration covering the entire course content delivered across the year.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

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

MATHEMATICS - COMMUNITY CONNECTIONS

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

CONTACT TEACHER: Anna Beinke

PRE-REQUISITES

Successful completion of at least 10 credits of Stage 1 Mathematics.

WHAT WILL I LEARN ABOUT?

Community Connections (Mathematics focus) extends students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students design their own Community Application Activity and show evidence of this through a mode of their choice. The topics covered are outlined below:

Scales, Plans and Models • 2D and 3D shapes • Sketching solids, perspective diagrams and nets • Scale Diagrams • Bearings
Measurement • Length, perimeter and area • Pythagoras' Theorem • Trigonometry (trigonometric ratios, cosine rule, sine rule) • Surface area, volume, and capacity
Investments and Loans • Simple and Compound Interest • Variable rates and future value annuities • Tax, inflation, superannuation • Reducing balance loans, home loans • Strategies to minimise interest • Comparing loans
Statistics • Sampling methods and displaying data • Measuring the centre of data (mean, median, quartiles) • Measuring the spread of data (range, interquartile range, standard deviation) • Correlation (linear regression, coefficient of determination)
Business Applications • Planning a business • Costing calculations • Discounts, purchases, depreciation, insurance • Profit and loss statements • Breakeven • Business structure and taxation

ASSESSMENTS

Folio (50%)

Collection of evidence of learning including five skills and applications tasks (tests) and one directed investigation.

Reflection (20%)

Maximum 1500-word (or 9 minutes if delivered orally).

Reflection on the development of:

- Knowledge and skills related to Essential Maths
- Planning of community application activity
- SACE capabilities through Essential Maths and the community application activity

Community Application Activity (External 30%)

Maximum 1500 words (or 9 minutes if delivered orally), externally assessed assignment designed by the student to connect their community application activity to a community context.

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.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

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

PRE-REQUISITES

Demonstrated aptitude and successful completion of 10 credits of Stage 1 Biology (Semester 1) is essential.

WHAT WILL I LEARN ABOUT?

Stage 2 Biology builds on the knowledge gained from Stage 1 Biology. The course examines the different levels of life from molecular, cellular, body system and ecosystem levels.
The topics covered are outlined in the table below.

DNA and Proteins This unit focuses on how the structure of DNA dictates the functions of cells: • DNA structure and function • Protein structure and function • Enzyme specificity (how they work) • The control of gene expression • Mutation of DNA and its impacts on the cell • Biotechnology (examples of techniques and possibilities)	**Cells as the basis of life** This unit focuses on how the structures and processes in cells are critical for cell survival: • Cell structure and function of organelles • Energy flow (Photosynthesis and respiration) • Movement of substances across membranes • Biochemical processes (metabolism) • Chemicals and Cells (positive and negatives of chemicals human being use) • Cell division (Binary Fission, Mitosis and Meiosis) • The control of Mitosis through the Cell Cycle • Cell culturing (techniques and uses of growing cells outside of the body)
Homeostasis This unit focuses on how the nervous and hormonal systems keep the human body in a state of balance: • Maintaining internal environments • Detecting and responding to stimuli through Hormones and the Nervous system • The Endocrine system (Hormones) functions • Comparing Nervous and Hormonal communication	**Evolution** This unit focuses on the processes involved in the Evolution of organisms: • How life was formed • Comparative Genomics (determining evolutionary relationships between organisms) • The process of Evolution by Natural selection • Genetic Variation and mutation • Evolutionary Change • Types of Evolution (Convergent and Divergent) • Human impacts on ecosystems and evolution

ASSESSMENTS

Folio (30%)

- Science as a Human Endeavour Investigation: A 1500-word report or equivalent in multimodal form on an innovation in Biology. You will have free choice of topic that must be related to Biology with a focus on one of the SHE key concepts described in the subject outline.
- Design Investigation: Includes a 4xA4-page deconstruction of a problem combined with a detailed and justified experiment design. After conducting the investigation, you will also complete a 1500-word practical report.
- Practical Investigation: Conduction of a practical with an uncertain outcome which will be accompanied by a 1500-word practical report.

Skills and Applications Tasks (40%)

Four x 80-minute supervised tests: These tests will occur at the end of each of the 4 topics and will cover course content, Science as a human endeavour and practical skills.

Examination (External 30%)

Externally assessed exam set by the SACE board: 2 hours and 10 minutes duration covering the entire course content delivered across the year.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

SACE Essentials Stage 2 Biology Workbook ($70 approximately) and SASTA Stage 2 Biology Revision Guide ($30 approximately).

CHEMISTRY

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Chris Soar

PRE-REQUISITES

Demonstrated aptitude and successful completion of 20 credits of Stage 1 Chemistry is essential.

WHAT WILL I LEARN ABOUT?

Stage 2 Chemistry builds on the knowledge gained from Stage 1 Chemistry with a strong focus on the practical application of chemistry in society. The topics covered are outlined in the table below:

Monitoring the Environment • Climate Change (causes, impacts and solutions) • Photochemical Smog (causes, impacts and solutions) • Volumetric Analysis (titrations and calculations) • Chromatography (separation and quantification of organic chemicals in a mixture) • Atomic Spectroscopy (identification and quantification of metal ions in solutions)	Managing Resources • Energy; fuels and renewable energy alternatives • Water; water purification • Soil; nutrient exchange and the use and environmental impact of fertilisers • Materials; metal production and polymers
Managing Chemical Processes This unit focusses on industrial chemistry using real-life examples to increase understanding of how commercial manufacturing of chemicals and materials is a trade-off between rate, yield, energy use and cost of production. Broad topics covered include; • Rates of Reaction • Equilibrium and Yield • Optimising Production	Organic and Biological Chemistry This unit includes the systematic naming of organic compounds, chemical tests used for identifying functional groups and the reactions involved in synthesis, breakdown, and practical role of these compounds both in nature and industry. The classes of compounds covered include; • Alcohols • Aldehydes identification • Ketones • Carboxylic Acids • Esters • Amides • Proteins (structure and factors affecting activity) • Triglycerides (fats, oils and making soap) • Carbohydrates (synthesis and use of sugars)

ASSESSMENTS

- Folio (30%)
- Science as a Human Endeavour Investigation - A 1500-word report or equivalent in multimodal form on an innovation in chemistry. You will have free choice of topic that must be related to chemistry with a focus on one of the SHE key concepts described in the subject outline.

- Design Investigation: Includes a 4xA4-page deconstruction of a problem combined with a detailed and justified experiment design. After conducting the investigation, you will also complete a 1500-word practical report.
- Practical Investigation: Conduction of a practical with an uncertain outcome which will be accompanied by a 1500-word practical report.
- Skills and Applications Tasks (40%)
- Non-test SAT: Multimedia presentation (7-minutes or equivalent in multimodal form) that demonstrates understanding of the chemistry relating to an environmental issue with connections to SHE.
- Three x 70-minute supervised tests: These tests will occur approximately once per term and will cover the content delivered in that term with a focus on making connections across topics.
- Examination (External 30%)
- Externally assessed exam set by the SACE board: 2 hours and 10 minutes duration covering the entire course content delivered across the year

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

SASTA Workbook ($70 approximately) and Revision guide ($30 approximately).

PHYSICS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Nathan Ackan

PRE-REQUISITES

Demonstrated aptitude and successful completion of 20 credits of Stage 1 Physics is essential. Mathematical Methods is highly recommended and assumed knowledge.

WHAT WILL I LEARN ABOUT?

Stage 2 Physics builds on the knowledge gained from Stage 1 Physics with a strong focus on the practical application of Physics in society and possible future applications. The topics covered are outlined in the table below.

Motion and Relativity • Projectile motion (including applications in sport) • Forces and momentum (including space propulsion) • Circular motion and gravitation (including satellite and planetary motion) • Relativity (Including time dilation)
Electricity and Magnetism • Electric fields • Motion of charged particles in electric fields • Magnetic fields • Motion of charged particles in magnetic fields (Including the production of medical isotopes) • Induction (Including wireless charging)
Light and Atoms • Wave behaviour of light • Wave-Particle duality (Including medical imaging) • Structure of the atom (How is colour produced) • Standard model (Discover the purpose of the Large Hadron Collider)

ASSESSMENTS

Folio (30%)

- Practical Investigation: Conduction of a practical with an uncertain outcome which will be accompanied by a 1500-word practical report.
- Design Investigation on an application of Physics: Includes a 4xA4-page deconstruction of a problem combined with a detailed and justified experiment design. After conducting the investigation, you will also complete a 1500-word practical report.
- Science as a Human Endeavour Investigation: A 1500-word report or equivalent in multimodal form on an innovation in Physics. You will have free choice of topic that must be related to Physics with a focus on one of the SHE key concepts described in the subject outline.

Skills and Applications Tasks (40%)

- Three x 70-minute supervised tests: These tests will occur approximately once per term and will cover the content delivered in that term across each of the 3 topics.
- 60 Minute SHE and Practical Skills Test: Students will undertake SHE and practical skills analysis under timed conditions. This focuses on the practical and Physics communication skills obtained across the year.
- Examination (External 30%)

Externally assessed exam set by the SACE board: 2 hours and 10 minutes duration covering the entire course content delivered across the year

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Essentials Stage 2 Physics Workbook ($70 approximately) and SASTA Stage 2 Physics Revision Guide ($30 approximately).

PSYCHOLOGY

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHERS: Erin Daniel and Nancy Belperio

PRE-REQUISITES

Demonstrated work ethic and successful completion of Year 10 Science is essential. Students will need to be able to design investigations, write scientific reports and communicate their ideas clearly in different formats. They should have a genuine interest in Psychology. Students will need to have a genuine interest in psychological, biological and sociocultural factors affecting behaviour and mental health. They will need to be able to write scientific reports, have good research skills and the ability to communicate their ideas clearly in different formats.

WHAT WILL I LEARN ABOUT?

Psychology explores human behaviour in a scientific way. Students will learn about Science Inquiry Skills, as well as the topics outlined in the table below.

Psychology of the Individual • Concepts of personality • Analyse a character's personality using the three conceptions of personality. • Personality assessment methods • Understanding personality in everyday experiences • Personality disorders
Psychological Health and Wellbeing • Influences on mental health including social media, sleep, culture, stress • Mental health disorders focussing on anxiety and depression • Resilience building • Investigating current trends in mental health research
Organisational Psychology • Measuring individual and organisational work performance • Analysing bias in job advertisements • Choosing the right person for the right job • Culture and climate of organisations • Motivation, teamwork, leadership
The Psychology of Learning • Classical conditioning, eg Pavlov's experiment on salivation in dogs • Operant conditioning eg punishment, positive reinforcement, and negative reinforcement • Learning via Observation, eg role models • Personal differences in the way we learn.
Social Influence • Obedience eg Milgram and Zimbardo's obedience experiments • Conformity • Attitudes and persuasion eg source, message, audience, peripheral and central processing routes, direct and indirect experience • Prejudice, discrimination and stereotyping

ASSESSMENTS

- Folio (30%)
- Design and Deconstruct Investigation: Includes a four x A4-page deconstruction of a problem combined with a detailed and justified experiment design. After conducting the investigation, you will also complete a 1500-word practical report.
- Science as a Human Endeavour Investigation: A 1500-word report or equivalent in multimodal form on a given topic. You will focus on one of the SHE key concepts described in the subject outline.

Skills and Applications Tasks (40%)

- Supervised timed task: Students will use humanistic, psychodynamic and trait theories to analyse the personality of a chosen character.
- Multimedia presentation or 1200 words written (8 minutes or equivalent in multimodal form) that demonstrates understanding of Psychological Health and Wellbeing
- Organisational Psychology task

Examination (External 30%)

Externally assessed exam set by the SACE board: 2 hours and 10 minutes duration covering Science Inquiry Skills, Social Influence and Learning.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Essentials Stage 2 Psychology Workbook ($70 approximately)
SASTA Stage 2 Psychology Revision Guide ($30 approximately)

SCIENTIFIC STUDIES: ENVIRONMENTAL MANAGEMENT AND SUSTAINABILITY

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Erin Daniel

PRE-REQUISITES

Students will need to have a genuine interest in Science and the environment. They will need to be able to write scientific reports, have good research skills and the ability to communicate their ideas clearly in different formats. Good time management will be crucial.

WHAT WILL I LEARN ABOUT?

Students will use scientific inquiry and the application of scientific concepts to complete a set of tasks that assess the impact that humans are having on the environment and suggest solutions to minimise our impact. There is a compulsory excursion which involves collecting and analysing data from a Springton regeneration block.

ASSESSMENTS

Folio (50%)

- Individual Inquiry Proposal - Each student designs their own experiment or engineering solution relating to environmental sustainability in the form of a 4xA4-page deconstruct and design.
- Practical Report - Students will work in small groups to carry out an experiment and submit an individually written report, maximum 4xA4 pages.
- Science as a Human Endeavour (SHE) task - Students explore the impact of humans on a wilderness area of their choosing. They identify how human activity has led to environmental damage and investigate the role of science in the monitoring and remediation of the issue. 1500-word limit.
- Science in the Media task - Students will critically compare the claims of environmental benefits made by advertising campaigns against the scientific reality of their potential impacts in an A3 poster.
- War on Waste task - Students will choose a topic relating to waste and its impact on the environment. They will research the current issue in Australia, collect data, then analyse and interpret the results. They will explore potential ways to mitigate the issue in the future. Maximum 6 pages.

Collaborative Inquiry (20%)

- Journal - Students will work in groups and in collaboration with the owners of a Springton regeneration block to investigate an aspect of regeneration and its impacts. This will include an excursion to the block where they will collect data. The 12-page personal journal will include a deconstruct and design, as well as display their research and findings.
- Evaluation - Students will individually record a 5-minute Screencast presentation which evaluates their procedures and their effect on the results, as well as their collaboration.
- Individual Inquiry (External 30%)

Each student conducts an individual experiment or designs an engineering solution relating to environmental sustainability. This is based on their proposal, which may be modified after teacher feedback. After collecting their data, they write a 1500-word report of their findings.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

The individual inquiry may incur a cost if the student wishes to use materials that the school is unable to provide ($50 limit).

NUTRITION

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHERS: Erin Daniel

PRE-REQUISITES

It is an expectation that students have successfully completed at least 10 credits of any Stage 1 Science. Stage 1 Nutrition is recommended but not required, as many of the concepts are continued in Stage 2.

WHAT WILL I LEARN ABOUT?

Principals of Nutrition, Physiology and Health

This topic explores the impact of dietary choices on health by considering the chemical components of food and the biological processes of the body, and how this can extend into understanding dietary related disorders.

- Understanding the biochemistry of nutrients (macronutrients and micronutrients) including their structure, function, and interaction
- Understanding dietary disorders (causes, symptoms, and treatments) and the role of the digestive system
- Exploring the impact of diet on health and wellbeing on the life cycle

Health Promotion and Emerging Trends

This topic explores how health trends are constantly evolving and looks at the relationship between society and dietary choices.

- Understanding how to interpret food labelling and the implications they have on healthy living
- Considering and interpreting nutritional education interventions and programs and the impact they can have
- Evaluating the factors that can influence the food choices made by individuals

Sustainable Food Systems

This topic explores the evolution of new foods and new food systems, which relate to consumer demand, changes in the environment, supply and demand as well as changes relating to research and development. Students will consider ethics and innovation relating to new food systems.

- Understanding the varying components of food systems and their impact on the environment
- Exploring contemporary food systems and how they develop
- Understanding the implications of food wastage

ASSESSMENTS

Folio (30%)

- Science as a Human Endeavor Investigation – students individually investigate a contemporary example of how nutrition science interacts with society. The report is a maximum of 1500-words, or a maximum of 9-minutes for an oral presentation, or the equivalent in multimodal form.
- Design Practical Investigation - Students individually design and justify an investigation to demonstrate their science inquiry skills. The report should be a maximum of 1500 words if written, or a maximum of 9 minutes for an oral presentation, or the equivalent in multimodal form.

Skills and Applications Tasks (40%)

- Case Study - Students investigate a patient/client case study in which they analyse and/or evaluate nutrition data. The case study should be a maximum of 1500 words, or a maximum of 9 minutes for an oral presentation, or the equivalent in multimodal form.

- Two Timed Supervised Assessments: One double lesson under direct teacher supervision.

Examination (External 30%)

Externally assessed 130-minute exam set by the SACE Board, covering the full year's content.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Nutrition workbook - $70 approximately
SASTA Stage 2 Nutrition Revision Guide ($30 approximately)

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
Activating Identities and Futures	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
Activating Identities and Futures	VET choice Cert III Business or Cert III Fitness	Workplace Practices for VET or other 20 Credit	Other 20 Credit	Other 20 Credit

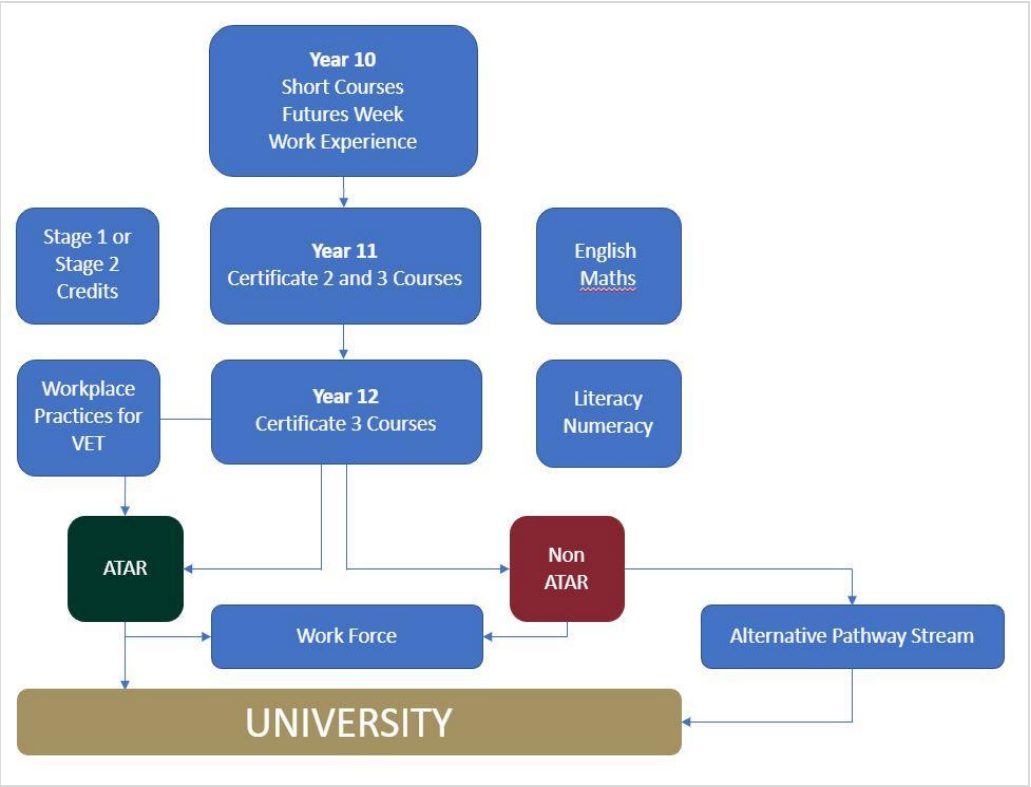
SACE COMPLETION USING VET

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: Briony Forster

PRE-REQUISITES

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

WHAT WILL I LEARN ABOUT?

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.
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

ASSESSMENTS

70% School Assessment

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

30% External Assessment

- Individual investigation

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

There are no additional costs for this subject.

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 Briony Forster, Director of Learning Pathways.

Further alternative models including Modified SACE for eligible students are designed for students on an individual basis. For more information, please see Ms Kirsty Hall Inclusive Education Coordinator or Ms Briony Forster, 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.

<table>
<tr><th colspan="2">STAGE 2
RECOMMENDED ENGLISH LANGUAGE SUPPORT MODEL</th></tr>
<tr><th>Compulsories</th><th>Choice</th></tr>
<tr><td rowspan="4">Activating Identities and Futures
(10 credits)</td><td>VET or
Subject 1 (20 credits)</td></tr>
<tr><td>Subject 2
(20 credits)</td></tr>
<tr><td>Subject 3
(20 credits)</td></tr>
<tr><td>Subject 4
(20 credits)</td></tr>
</table>

OR

<table>
<tr><th colspan="4">STAGE 2
RECOMMENDED ENGLISH LANGUAGE SUPPORT MODEL</th></tr>
<tr><th>Compulsories</th><th colspan="2">Literacy and Numeracy Package</th><th colspan="2">Choice</th></tr>
<tr><td rowspan="3">Activating Identities and Futures
(10 credits)</td><td>Essential English
(20 credits)</td><td>Essential Mathematics
(20 credits)</td><td rowspan="3">Subject 1
(20 credits)</td><td rowspan="3">Subject 2
(20 credits)</td></tr>
<tr><td>or</td><td>or</td></tr>
<tr><td>English
(20 credits)</td><td>General Mathematics
(20 credits)</td></tr>
</table>