



2019 Year 12 Curriculum

This will be the final year for students to complete the internationally recognised South Australian Certificate of Education (SACE). When choosing subjects it is important to consider the following - the courses at university or TAFE that you are interested in, the subjects you like and are good at, and your personal interests.

For SACE completion only at Year 12, students need to complete three Stage 2 subjects. If you are considering going to university then you will need to complete four and a half Stage 2 subjects, so that you qualify for an Australian Tertiary Admission Rank (ATAR).

For students to gain their SACE they will need a minimum of 200 credits and complete the following compulsory subjects with a 'C' grade or better:

- Personal Learning Plan (10 credits – Year 10)
- English or English as an Additional Language (EAL) (20 credits – Year 11)
- Mathematics (10 credits – Year 11)
- Research Project (10 credits – Year 11)

For further information please visit

- <http://www.sace.sa.edu.au/> (the SACE Board) and
- <http://www.satac.edu.au/> (SATAC information for university)

Subjects:

Agricultural Production	English	Music Studies
Biology	English as an Additional Language	Nutrition
Business and Enterprise	English Literary Studies	Outdoor Education
Chemistry	Essential English	Philosophy
Chinese Background Speakers	Essential Mathematics	Physical Education
Chinese Beginners	Food and Hospitality	Physics
Chinese Continuers	French Continuers	Psychology
Creative Arts (Film Making)	General Mathematics	Specialist Mathematics
Creative Arts (Musical)	Health	Visual Arts– Art
Dance	Mathematical Methods	Visual Arts– Design
Design & Technology Studies – Material Products	Modern History	VET Options
Design & Technology Studies — Textiles	Music Explorations	Workplace Practices
Drama	Music Performance – Ensemble	University Courses
	Music Performance – Solo	

Agricultural Production

Credit: 20

Learning Area: Sciences

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

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

Content:

The topics for Stage 2 Agricultural Production are:

Topic 1: Animal Production
Topic 2: Plant Production
Topic 3: Resource Management
Topic 4: Agribusiness.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Agricultural Reports	30%
Applications	40%
<i>External assessment</i>	
Production Investigation	30%

External Assessment:

Production Investigation

The Production Investigation is a report of a maximum of 2000 words. Students design and conduct investigations based on questions related to agriculture and horticulture.

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

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the students' completion of study of each school assessment type, the teacher makes a decision about the quality of the students' learning by:

referring to the performance standards

assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Biology

Credits: 20

Learning Area: Sciences

Content:

In Biology, students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world. They inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.

The topics for Stage 2 Biology are:

DNA and Proteins Cells as the Basis of Life
Homeostasis Evolution

The focus capabilities for this subject are communication and learning.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

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

External Assessment:

Examination (2 hours)

The examination consists of:

Multiple-choice questions, Short-answer questions, Extended response questions (two).

Questions will cover all themes and threads and also includes experimental skills. The examination will be marked by external assessors with reference to performance standards.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Business and Enterprise

Credits: 20

Learning Area: Business, Enterprise and Technology

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts; locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. The focus capabilities for this subject are communication, citizenship and learning.

Content:

Students complete the study of the core topic and two option topics.

Core Topic

The business environment

- Business in Australia
- The nature and structure of business
- The business enterprise

Option Topics

- Business and the global environment
- Business and marketing

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

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

The design of the school-based assessment component may be negotiated with students. Schools are required to use the external assessment type specified in this subject outline.

External Assessment:

Report

The report is up to a maximum of 2000 words in length and can be either: a situation analysis that outlines the present state of an existing small- to medium-sized business, and that examines aspects such as market, competitors, staff, and business structure

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Chemistry

Credits: 20

Learning Area: Sciences

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

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

Content:

The topics for Stage 2 Chemistry are:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

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

External assessment:

Examination (2 hours)

Students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the five topics and the investigation skills. Students are given a sheet containing a periodic table, standard SI prefixes, and a table showing the relative activities of a number of metals. The examination will be marked by external assessors with reference to performance standards.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Chinese Background Speakers

Credits: 20

Learning Area: Languages

Content:

Stage 2 Chinese at background speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- interact with others to exchange and explain information, opinions, and ideas in Chinese
- create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues
- analyse, evaluate, and respond to texts that are in Chinese
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at background speakers level:

<i>School based assessment</i>	
Folio	50%
In-depth Study	20%
<i>External assessment</i>	
Examination	30%

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in Chinese, one written response to the topic in Chinese, and one reflective response in English for the in-depth study
- one oral examination
- one written examination.

External Assessment:

Oral Examination (15-30 minutes)

Written Examination (3 hours)

The 3-hour written examination has three sections:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in Chinese.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Chinese Beginners

Credits: 20

Learning Area: Languages

Content:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 interstate assessed Chinese at beginners' level.

Students are expected to develop and apply their linguistic and intercultural knowledge, understanding, and skills to:

- interact with others in Chinese in interpersonal situations
- create texts in Chinese for specific audiences, purposes, and contexts
- analyse texts that are in Chinese to interpret meaning.

Assessment:

The following assessment types enable students to demonstrate their learning at beginners level:

<i>School based assessment</i>	
Interaction	30%
Text Production	20%
Text Analysis	20%
<i>External assessment</i>	
Examination	30%

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- one interacting in spoken Chinese, and one presentation and discussion in Chinese, for the interaction
- one writing in Chinese, and one responding to written texts in Chinese, for the text production
- one analysing and interpreting spoken texts, and one analysing and interpreting written texts, for the text analysis
- one oral examination
- one written examination.

External Assessment:

Oral Examination (10 minutes)

Written Examination (2.5 hours)

The written examination has three sections:

- Section 1: Listening
- Section 2: Reading
- Section 3: Writing in Chinese.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Chinese Continuers

Credits: 20

Learning Area: Languages

Content:

Stage 2 Chinese continuers is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

There are three prescribed themes:

- The Individual
- The Chinese-speaking Communities
- The Changing World.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed Chinese at Continuers level:

<i>School based assessment</i>	
Folio	50%
In-depth Study	20%
<i>External assessment</i>	
Examination	30%

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in Chinese, one written response to the topic in Chinese, and one reflective response in English for the in-depth study
- one oral examination
- one written examination.

External Assessment:

Oral Examination (10-15 minutes)

Written Examination (3 hours)

The 3-hour written examination has three sections:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in Chinese.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Creative Arts (Film Making)

Credits: 20

Learning Area: Arts

Subject Prerequisites: Students undertaking Creative Arts Film Making should have prior experience and knowledge of film and media production or in related creative arts areas.

Students study the work of film makers in order to gain in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. They actively participate in the development and presentation of film making and related creative arts products. By analysing and evaluating film and media products in different contexts and from various perspectives, they gain an understanding and appreciation of the ways in which these products contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Content:

Broad areas of study include film making in the context of a creative art form, film making concepts, development and planning, production processes and practice. Students will develop specific skills and knowledge in a range of film and media related areas depending on the negotiated topics and focus of their major assessment tasks. These could include cinematography, sound design, lighting, screen writing, editing, animation, CGI, documentary, narrative, music video, etc.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

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

Product:

Students negotiate with their teacher to develop and present two products. One product may be experimental and used to prepare for the other product, or the products may be unrelated and enable students to explore and develop different knowledge, skills, and understanding. Students also prepare and present a folio of evidence used to support the investigation, development, production and evaluation of the product(s).

The folio may be presented in written, oral, or multimodal form, and should be a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form, and in a maximum of twenty A3 pages.

Students must be prepared to complete some aspects of this assessment outside of timetabled lessons given the nature of the film making process.

Investigation

Students investigate an area in film making that is of interest to them, or that is closely connected to their product. They can choose to undertake two investigations to a maximum of 1000 words each if written or a maximum of six minutes each for an oral presentation, or the equivalent in multimodal form; or one investigation to a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.

External Assessment

Practical Skills

Students investigate, plan and complete between eight and twelve practical skill examples, each developing or extending a specific skill or technique relating to an area of film making. The examples are supported by a folio of evidence to a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form. The folio should demonstrate the Creative Arts processes of investigation, production and evaluation.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Creative Arts (Musical)

Credits: 20

Learning Area: Arts

In Creative Arts-Musical, students have opportunities for specialised study within and across the following areas of the musical - acting (performer), music (orchestra) and technical theatre.

Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of the musical and their roles and responsibilities within the creative arts.

This course will be offered on Friday nights.

Content:

By analysing and evaluating creative arts products in different contexts and from various perspectives students gain an understanding and appreciation of ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities. All students will be involved in the school musical and will have to attend an additional theory class.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

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

Product:

Students negotiate with their teacher to develop and present two products. One product may be experimental and used to prepare for the other product, or the products may be unrelated and enable students to explore and develop different knowledge, skills, and understanding. Students also prepare and present a folio of evidence used to support the investigation, development, production and evaluation of the product(s).

The folio may be presented in written, oral, or multimodal form, and should be a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form, and in a maximum of twenty A3 pages. Students must be prepared to complete some aspects of this assessment outside of timetabled lessons given the nature of the musical process.

Investigation

Students investigate an area in the musical that is of interest to them, or that is closely connected to their product. They can choose to undertake two investigations to a maximum of 1000 words each if written or a maximum of six minutes each for an oral presentation, or the equivalent in multimodal form; or one investigation to a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.

External Assessment:

Practical Skills

Students investigate, plan and complete between eight and twelve practical skill examples, each developing or extending a specific skill or technique relating to an area of the musical. The examples are supported by a folio of evidence to a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form. The folio should demonstrate the Creative Arts processes of investigation, production and evaluation.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Dance

Credits: 20

Learning Area: Arts

Subject Prerequisites: Completion of Stage 1 Dance.

Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement.

Students study technique, composition, choreography, performance, and critical analysis. Through the analysis of dance theatre performance students learn about the choreography of local and international dance artists. They have the opportunity to explore a range of global dance traditions, influences, and perspectives. The focus capabilities for this subject are communication, citizenship, and learning.

Content:

Dance consists of three areas of study:

- Skills development (choreography and technique with folio)
- Dance perspectives
- Group production.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Practical Skills	50%
Written Response	20%
<i>External assessment</i>	
Performance	30%

External assessment:

Students are assessed on a dance performance, or an off-stage role, which could include, for example, choreographer, publicity and promotion, stage manager, stage crew, lighting designer, costumer and make-up, sound technician. Performers are assessed on performance in a group production, with time on stage of approximately 15 minutes. All students must be seen in a solo, duo, or trio capacity for at least one minute consecutively. This may occur within group choreography. Students being assessed in an off-stage role must conduct a 10 to 15 minute presentation following the performance. External assessors with reference to the performance standards will mark the group production.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, based on the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Design and Technology Studies – Material Products

Credits: 20

Learning Area: Business Enterprise and Technology

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

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

Content:

Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood, composites, ceramics, textiles, and foods.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

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

External Assessment:

Folio

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

The Folio consists of two parts:

Part 1: Product Design (documentation and analysis)

Students document investigation and planning skills, when documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

Part 2: Product Evaluation

Students provide a maximum of 12 pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation. Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

The Folio is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Folio with reference to performance standards. A copy of all student assessments must be kept at the school for moderation purposes.

Design and Technology Studies – Textiles

Credits: 20

Learning Area: Business Enterprise and Technology

This Design & Technology course focuses on Fashion Design.

Students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They make sound decisions about materials and techniques, based on their testing and understanding of the physical properties and working characteristics of materials. Students identify product characteristics and make critical judgments about the design and creation of products and systems.

Content:

Students work with a range of tools, materials, equipment, and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief.

Students investigate and critically analyse a range of products, processes, and production techniques used in industrial situations. This information is used to create potential solutions through the design and creation of products and systems. Students identify demands on their design, taking cost, ethical, cultural, and environmental issues into account. They explain how their ideas address these demands, and use their analysis to produce proposals for the present and future.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

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

Assessment Task 1

Skills and Application 1 - Materials Application 1
Skills and Application 2 - Materials Application 2
Skills and Application 3 - Specialised Skills Application 1
Skills and Application 4 - Specialised Skills Application 2

Assessment Task 2

Product – Major – Garment
Product – Minor – Garment
Product Record – Major
Product Record – Minor

External assessment:

Assessment Task 3

Product Design (Documentation and analysis)
Product Evaluation

Drama

Credits: 20

Learning Area: Arts

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

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

Content:

A teaching and learning program is developed based on the four following areas of study:

- Group analysis and creative interpretation
- Review and reflection
- Interpretative study
- Presentation of dramatic works.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

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

Students undertake:

- one group presentation
- one report and two reviews for the folio
- one interpretative study
- one performance or one presentation.

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

External assessment:

Students are involved in either:

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

Group performance or related off-stage presentation:

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

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

Students' involvement in the group performance or presentation may be in one or more of the following areas: acting, design (set, costume, make-up, lighting, sound, publicity and promotions), dramaturgy, front-of-house, multimedia/film and video, stage management.

OR

Individual performance or presentation:

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

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

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

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

acting, design (set, costume, make-up, lighting, sound, publicity and promotions), dramaturgy, front-of-house, multimedia/film and video, stage management, scriptwriting or directing.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

English

Credits: 20

Learning Area: English

In Stage 2 English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Content:

Responding to Texts: students demonstrate a critical understanding of the language features, stylistic features, and conventions of particular text types and identify the ideas and perspectives conveyed by texts. This includes how language conventions influence interpretations of texts, and how omissions and emphases influence the reading and meaning of a text. Students reflect on the purpose of the text and the audience for whom it was produced. The evaluation of the different ideas, perspectives, and/or aspects of culture represented in texts is achieved through the analysis of purpose, context, and language features through, for example, comparing a feature article or the reporting of current events from different newspapers in diverse cultural communities. Students may also evaluate the use of language features to create meaning, and consider how their own perspectives might influence their responses. When responding to texts, students compare and contrast the distinctive features of text types from the same or different contexts. This may be done by analysing and evaluating how different authors employ the language features, stylistic features, and conventions of texts when exploring similar themes, ideas, concepts, or aspects of culture. Students compare the contexts in which texts are created and experienced. They also consider how the conventions of text types can be challenged or manipulated. Students focus primarily on a shared reading of a variety of texts, but may also include an independently chosen text. Texts may be treated separately or linked.

Creating Texts: students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language features, stylistic features, and text conventions, students develop their personal voice and perspectives. They demonstrate their ability to synthesise ideas and opinions, and develop complex arguments. Accurate spelling, punctuation, syntax, and use of conventions should be evident across the range of created texts. Students benefit from modelling their own texts on examples of good practice in the same text type. In creating texts students extend their skills in self-editing and drafting.

Assessment:

<i>School based assessment</i>	
Responding to Texts	30%
Creating Texts	40%
<i>External assessment</i>	
Comparative Analysis (essay)	30%

External Assessment:

Students complete a 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. These texts can be selected from one or more of the following categories: extended texts, poetry, drama, film, media. In completing their comparative analysis students may draw on learning from, but must not use, texts read or viewed in other parts of the assessment program. However, students may use texts that are similar in type and purpose. The comparative analysis must be a product of independent study, but it is appropriate for teachers to advise and support students

in choosing texts to compare. Students must not complete the comparative analysis as a shared exercise. The comparative analysis should be a maximum of 2000 words.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the students' completion of study of each school assessment type, the teacher makes a decision about the quality of the students' learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

English as an Additional Language

Credits: 20

Learning Area: English

Students examine and analyse texts that they use and respond to in an English-speaking environment for social and academic purposes. They work independently and collaboratively, to solve problems by using contextual clues to predict and confirm the meaning of a text. They learn when and how to use a strategy such as asking questions to monitor their understanding of texts.

The focus capabilities for these subjects are communication, citizenship, personal development, work and learning.

Students undertake tasks within the following areas of study: Issue analysis, Investigative study, Text study, Listening comprehensions, Text production and Letter writing.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Issues Analysis	20%
Text Production	20%
Investigation	30%
<i>External assessment</i>	
Examination (3 hours)	30%

External assessment:

Students complete an examination divided into two sections:
Section 1: Listening Comprehension

Section 2: Written Paper consisting of an essay based on provided texts and a letter, details below.

Section 1: Listening Comprehension

The listening comprehension section takes approximately one hour, and is divided into two parts. In both parts students listen and respond to recorded texts. Texts are drawn from a range of oral text types such as discussions, interviews, and broadcasts. The questions in the first part require understanding of the text. The questions in the second part require understanding and interpretation of the text.

Section 2: Written Paper

The written paper is in two parts: Part A and Part B. The balance of time (after approximately one hour for the listening comprehension) is spent on the written paper.

Part A — students read and interpret related texts, which could contain information, opinions, and experiences, and information in the form of graphs, diagrams, or pictures. Students use the information and opinions in the texts to produce an extended written response of approximately 500 words.
Part B — students write a formal letter of approximately 200 words in response to a short written or visual text.

The examination will be marked by external assessors with reference to the performance standards.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

English Literary Studies

Credits: 20

Learning Area: English

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

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

Students produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

Content:

Responding to Texts: through their study of literary texts, students understand how readers are influenced to respond to their own and others' cultural experiences, and how the expectations of audiences shape perceptions of texts and their significance. Students make comparisons between texts in different literary forms and mediums and from different traditions. Students observe ways in which Australian authors represent culture, place, and identity as well as ways in which perspectives in texts from other times and cultures may be read and interpreted by a contemporary Australian audience.

Students observe how interpretations of texts may vary over time, and develop an understanding of literary texts in their historical and cultural contexts.

Creating Texts: students create texts that enable them to apply the knowledge, skills, and understanding developed through their study of literary texts in a range of forms. Students experiment with and adapt content, medium, form, style, point of view, and language to create their own texts. Students draw on their knowledge and experience of genre and literary devices to experiment with elements of style and voice to achieve specific effects in their own texts. In their texts they understand and apply literary conventions for different audiences and contexts, and may experiment with conventions and reinterpret ideas and perspectives. In creating their own texts, students show their understanding of ways in which the expectations and values of audiences shape a text by adapting form, personal style, language, and content to engage and position the audience.

Assessment:

<i>School based assessment</i>	
Responding to Texts	50%
Creating Texts	20%
<i>External assessment</i>	
Comparative Analysis (essay)	15%
Critical Reading (90-minute exam)	15%

External Assessment:

The external assessment is divided into two sections, Part A and Part B.

Part A: a comparative text study that compares one of the texts studied in the shared studies with another text individually chosen by the student, in a response of a maximum of 1500 words. This response is a critical essay, in which the two texts are discussed in relation to each other. Students frame their own question and develop their response during the year, and submit the completed response for external assessment.

Part B: a critical reading of one or more short texts. The short texts may be in a variety of forms (e.g. prose, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks). The critical reading is a 90-minute examination developed by the SACE Board and is completed online.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Essential English

Credits: 20

Learning Area: English

In this Stage 2 subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Content:

Responding to Texts: students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts. Texts for this study will have a direct connection with the chosen context. Students could, for example, be involved in, or be a member of a: volunteer organisation, workplace, group from a culturally and linguistically diverse background, social networking community, school-based special-interest group, group of students for whom English is a second or additional language. Teachers choose texts relevant to one or more of these contexts. The reading of these texts clarifies and extends students' comprehension of the processes, issues, or concerns of individuals or communities. Students may explore the different points of view presented in a text by analysing content, attitudes, stylistic features, and language features. Students reflect on ways in which texts may be interpreted through identifying the effect of language choice. Students consider how perspectives are represented in texts to influence specific audiences. For some texts students have an opportunity to identify facts, opinions, supporting evidence, and bias.

Creating Texts: students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a context. To create some texts it will be necessary for students to gather different points of view. For these texts it will be important for students to determine the relevance of source material to context and topic. Students learn that authors observe various conventions of style, content, vocabulary, register, and format, and that some authors ignore or deliberately challenge these conventions. Students should be aware of the stylistic features and textual conventions of various forms. When creating their own procedural, imaginative, analytical, persuasive, and/or interpretive texts, students are encouraged to consider the intended purpose of the text, the representation of ideas and issues, and the possible response of the audience. Students create a persuasive text that advocates for an issue, cause, or process relevant to a context in which the student is living, studying, and/or working. Students extend their literacy skills to equip them for work, future learning, and participation in civic life. They develop appropriate vocabulary and use accurate spelling, punctuation, and grammar. Students use strategies for planning, drafting, revising, editing, and proofreading, and, where necessary, appropriate referencing.

Language Study: the language study focuses on the use of language by people in a context outside of the classroom. Students select one of the following contexts for study: workplace, training or volunteering, virtual social networking, a recreational or personal interest (e.g. sport, reading), educational/academic (e.g. school), cultural (e.g. language group, festival), the local community, a community of interest. They need to consider the practical and ethical implications of communicating effectively and appropriately. Students consider the use of language in their chosen context, including the communication of information, ideas, and perspectives. Students reflect on the strategies and language used to communicate in a specific context. Although this is an

independent study, teachers may advise and support students in choosing a focus for study as well as to provide a structure for the completion of the study.

Assessment:

<i>School based assessment</i>	
Responding to Texts	30%
Creating Texts	40%
<i>External assessment</i>	
Language Study	30%

External Assessment:

Language Study – see above.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Essential Mathematics

Credits: 20

Learning Area: Mathematics

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

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

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

The focus capabilities for this subject are literacy, numeracy, information and communication technology (ICT), critical and creative thinking, personal and social, ethical understanding, intercultural understanding.

Content:

Essential Mathematics consists of five topics:

- Topic 1: Scales, plans, models
- Topic 2: Optimisation
- Topic 3: Measurement
- Topic 4: Statistics
- Topic 5: Investments and loans

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Skills and applications tasks	30%
Folio	40%
<i>External assessment</i>	
Examination	30%

External assessment:

Examination (2 hours)

Examinations are set by the SACE Board and conducted at the end of the academic year.

The examinations are externally marked with reference to performance standards.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Food & Hospitality

Credits: 20

Learning Area: Health & Physical Education

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers. The focus capabilities for this subject are communication, learning or work.

Content:

Students study topics within the following five areas of study:

- Contemporary and future issues
- Economic and environmental influences
- Political and legal influences
- Sociocultural influences
- Technological influences.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

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

External assessment:

The Investigation is a piece of writing of up to a maximum of 2000 words. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

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

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

French (Continuers)

Credits: 20

Learning Area: Languages

In French students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

French at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The individual
- The French-speaking communities
- The changing world.

The focus capabilities for this subject are communication and citizenship.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Folio	50%
In-depth Study	20%
<i>External assessment</i>	
Examination	30%

External assessment:

The examination consists of:

- Oral examination
- Written examination.
- Oral examination

The oral examination will take 10–15 minutes and consists of two sections:

Section 1: Conversation

Section 2: Discussion.

Written examination (3 hours)

The written examination has three sections:

Section 1: Listening and Responding

Section 2: Reading and Responding

Section 3: Writing in French.

The examinations will be marked by external assessors with reference to performance standards.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

General Mathematics

Credits: 20

Learning Area: Mathematics

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. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

The focus capabilities for this subject are literacy, numeracy, information and communication technology (ICT), critical and creative thinking, personal and social, ethical understanding, intercultural understanding.

Content:

General Mathematics consists of five topics:

Topic 1: Modelling with Linear relationships

Topic 2: Modelling with Matrices

Topic 3: Statistical Models

Topic 4: Financial Models

Topic 5: Discrete Models

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Skills and applications tasks	40%
Mathematical Investigation	30%
<i>External assessment</i>	
Examination	30%

External assessment

Examination (2 hours)

Examinations are set by the SACE Board and conducted at the end of the academic year.

The examinations are externally marked with reference to performance standards.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Health

Credits: 20

Learning Area: Health and Physical Education

In Health, students focus on the health and wellbeing of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They gain an understanding of how health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments. They consider the physical, emotional, social, cognitive, and spiritual dimensions of well-being.

Students develop skills in health literacy (see the definition below) by considering how changing social structures, technologies, and community values, and complex economic, political, environmental, and social issues, affect the health and well-being of individuals and communities.

Content:

Students study at least one core concept and undertake three option studies.

Core Concepts

Core Concept 1: Health Literacy

Core Concept 2: The Social and Economic Determinants of Health

Option Studies

Option Study 1: Health Promotion in the Community

Option Study 2: Health and Environment

Option Study 3: Sexuality and Health

Option Study 4: Health and Relationships

Option Study 5: Risks and Challenges to Health

Option Study 6: Stress and Health

Option Study 7: Vocational Studies and Applications in Health

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Group Investigation and presentation	30%
Issues Analysis	20%
Practical Activity	20%
<i>External assessment</i>	
Investigation	30%

Mathematical Methods

Credits: 20

Learning Area: Mathematics

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

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics. The focus capabilities for this subject are literacy, numeracy, information and communication technology (ICT), critical and creative thinking, personal and social, ethical understanding, intercultural understanding.

Content:

Mathematical Methods consists of six topics:

Topic 1: Further Differentiation and Applications

Topic 2: Discrete Random Variables

Topic 3: Integral Calculus

Topic 4: Logarithmic Functions

Topic 5: Continuous Random Variables and the Normal Distribution

Topic 6: Sampling and Confidence Intervals.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Skills and Applications Tasks	50%
Mathematical Investigation	20%
<i>External assessment</i>	
Examination	30%

External assessment

Examination (3 hours) is set by the SACE Board and conducted at the end of the academic year. The examinations are externally marked with reference to performance standards.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Modern History

Credit: 20

Learning Area: Humanities and Social Sciences

Content:

Students research and review sources within a framework of inquiry and critical analysis, and make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena since c.1750 students gain an insight into human nature and the ways in which individuals and societies function.

Students study:

- the making of the modern world
- one modern nation case study
- an individual history study.

Topics:

The Struggle for Peace in the Middle East

The Soviet Union and Russia

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

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

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

External Assessment:

Examination (3 hours)

The examination consists of two parts:

Part 1: Modern World

Part 2: Sources Analysis

The examination will be marked by external assessors with reference to the performance standards.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Music Explorations

Credits: 20

Learning Area: The Arts

Music Explorations consists of the following strands:

- understanding music
- creating music
- responding to music.

Content:

Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present, and/or produce music, and experiment with their own creations. Contexts for study may include aspects of the music industry, such as recording studios, performance rehearsal spaces, or instrument crafting workshops. Students respond to and discuss their own and others' works, and synthesise their findings to make connections between the music they study and their own creative works.

Students explore musical works or songs from either a single genre or style, or from a range of genres and styles, demonstrating and applying theoretical concepts in context. They develop and extend their understanding of the relationship of contemporary music notation to sound, and explore conventions associated with music.

For their creative works, students explore and experiment with selected elements appropriate to the instrumentation and style chosen. In developing and extending their musical literacy, students focus on contemporary music notation and terminology appropriate to their chosen style of music.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Musical Literacy	30%
Explorations	40%
<i>External assessment</i>	
Creative Connections	30%

External Assessment:

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

- three musical literacy tasks
- one portfolio of explorations
- one creative connections task.

Music Performance - Ensemble

Credits: 10

Learning Area: The Arts

Music Performance Ensemble consists of the following strands:

- understanding music
- creating music (performance)
- responding to music.

Content:

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music.

Students create music for ensemble performance for a range of purposes and contexts, and choose one or more instruments (voice, acoustic, and/or electronic) as appropriate to the focus of their learning. They may perform in:

- a small ensemble of two or more performers
- an orchestra
- a band
- a choir or vocal ensemble
- a performing arts production (as a singer or instrumentalist in an ensemble).

Students develop and extend their practical music-making skills, and use initiative in collaborating with other musicians to create and refine ensemble performances. They develop and apply an understanding of and responsiveness to how each part, including their own, contributes to the effectiveness of the whole ensemble.

In creating performances, students extend their specific technical and performance-related skills on their chosen instrument(s), and apply this contextual learning to refine their musical expression. They experiment with the manipulation of musical elements appropriate to the performance context. A performance may include improvisation.

As students develop and refine their performances, they synthesise their musical understanding, skills, and techniques. They reflect on and evaluate their learning, and critique and make refinements to their performances, throughout the development process

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Performance	30%
Performance and Discussion	40%
<i>External assessment</i>	
Performance Portfolio	30%

External Assessment:

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

- one performance or set of performances
- one performance or set of performances and a discussion
- one performance portfolio.

Music Performance - Solo

Credits: 10

Learning Area: The Arts

Music Performance Ensemble consists of the following strands:

- understanding music
- creating music (performance)
- responding to music.

Content:

Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience.

Students create music for solo performance for a range of purposes and contexts, and may choose instruments (voice, acoustic, and/or electronic) and notation as appropriate to the focus of their learning. They may perform either solo or as a soloist with an accompanist, or backing musicians or backing track, minus one.

In creating performances, students extend their specific technical and performance-related skills on their chosen instrument(s), and apply this contextual learning to refine their musical expression. They apply their knowledge and understanding of musical elements to create an expressive and stylistically appropriate performance. A performance may include improvisation.

As students develop and refine their performances, they synthesise their musical understanding, skills, and techniques. They reflect on and evaluate their learning, and critique and make refinements to their performances, throughout the development process

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Performance	30%
Performance and Discussion	40%
<i>External assessment</i>	
Performance Portfolio	30%

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

- one performance or set of performances
- one performance or set of performances and a discussion
- one performance portfolio

Music Studies

Credits: 20

Learning Area: The Arts

Music Performance Ensemble consists of the following strands:

- understanding music
- creating music
- responding to music.

Content:

Students develop an understanding of selected musical works and styles, including how composers manipulate elements of music, and apply this understanding to creating their own music as performances or compositions. They develop and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works, and/or manipulating musical elements. Students synthesise the findings of their study, and express their musical ideas through their creative works, responses, and reflections.

Students *research, analyse, and interpret musical works* from one or more styles and/or genres. They focus on stylistic and/or technical elements, through aural recognition and/or reading scores.

Suggested areas of study may include, but are not limited to:

- stylistic characteristics of different musical epochs (e.g. Baroque period, 20th century)
- music of a particular culture
- film scores
- art songs
- concept albums
- works for a particular ensemble grouping (opera, symphony, concerto, music theatre, popular genres)
- music for games
- blues
- Jazz

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Creative Works	40%
Musical Literacy	30%
<i>External assessment</i>	
Examination	30%

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

- one portfolio of creative works
- three musical literacy tasks
- one examination (2 hours).

Nutrition

Credits: 20

Learning Area: Sciences

The study of Nutrition enables students to understand the role of nutrients in the body as well as on social and environmental issues related to nutrition.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities.

Students work individually and collaboratively to reflect on the nature of work in research sciences and, in particular, the field of nutrition.

The study of Nutrition encourages students to think about the role of nutrition in their own futures and, more broadly, about its importance in social, economic, and cultural development in Australia and the rest of the world.

Content:

Students undertake the study of all four core topics and one option topic.

Core Topics

Core Topic 1: The Fundamentals of Human Nutrition

Core Topic 2: Diet, Lifestyle, and Health

Core Topic 3: Food Selection and Dietary Evaluation

Core Topic 4: Food, Nutrition, and the Consumer

Option Topics

Option Topic 1: Global Nutrition and Ecological Sustainability

Option Topic 2: Global Hunger

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Investigation Folio	40%
Skills and Applications Tasks	30%
<i>External assessment</i>	
Examination	30%

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Outdoor Education

Credits: 20

Learning Area: Health & Physical Education

Students undertake three 3-day journeys in different activities over the year. The final journey involves lightweight travelling under indirect supervision and, as far as possible, is planned, organised, and conducted by the students themselves. The role of the teacher is to ensure safety, to observe, and to assess students through performance checklists.

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

Content:

The subject consists of the following six topics:

- Environmental studies
- Planning and management practices
- Outdoor journeys
- Sustainable environmental practices
- Leadership and planning
- Self-reliant expedition.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Folio	20%
Group Practical	30%
Individual Practical	20%
<i>External assessment</i>	
Investigation	30%

External assessment:

Investigation

The investigation is a piece of writing of a maximum of 2000 words. Students study a particular environmental issue related to an outdoor journey: a self-reliant expedition, or their own experience. The investigation is double marked, firstly by the students' teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Philosophy

Credits: 20

Learning Area: Humanities and Social Sciences

This subject further develops a knowledge base established during Stage 1 Philosophy but note that there is no formal pre-requisite. The Community of Inquiry becomes more student-led and leverages the students' understanding of various philosophers and their philosophical positions. Critical reasoning, questioning, students justifying their own philosophical position and argument analysis are core elements of Stage 2 Philosophy. Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument.

Content:

The subject consists of two sections:

- Philosophical Inquiry Skills
- Key Areas of Philosophical Study.

The three key areas for study are ethics (rights and responsibilities), epistemology (truth and knowledge), and metaphysics (mind and body, existentialism). Students undertake an in-depth study of one topic from each key area.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Argument Analysis	25%
Issues Analysis	45%
<i>External assessment</i>	
Issues Study	30%

External assessment:

The issues study is presented in written form, but it does not need to be in essay format and could include dialogue or any other written form. The study should be a maximum of 2000 words.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Physical Education

Credits: 20

Learning Area: Health & Physical Education

Physical Education consists of two key areas of study and related key concepts: Practical skills and applications and Principles and issues.

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

Content:

Practical skills and applications. Students complete three practicals: Volleyball, Badminton and Lawn Bowls.

Principles and issues

Topics include:

- Exercise physiology and physical activity
- The sources of energy affecting physical performance
- The effects of training and evaluation on physical performance
- The specific physiological factors affecting performance
- The acquisition of skills and the biomechanics of movement
- Skill acquisition
- Specific factors affecting learning
- The effects of psychology of learning on the performance of physical skills
- The ways in which biomechanics improve skilled performance.

Issues Analysis

Students analyse and interpret their findings from investigating a chosen issue. Topics include, for example:

Commercialism, Gender, Professionalism, Equity, The Paralympics, Technology, Media, Culture/race relations, The science of drugs and Sport in the Australian context

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

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

External assessment:

Examination (2 hours)

Students undertake an examination, divided into two parts: Part 1: Multiple-choice Questions (15%)

Part 2: Short-answer and Extended-response Questions (85%).

The examination covers the content of the 'Exercise physiology and physical activity' and 'The acquisition of skills and the biomechanics of movement' topics. The examination will be marked by external assessors with reference to the performance standards.

Physics

Credits: 20

Learning Area: Sciences

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

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

Content:

The topics for Stage 2 Physics are:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Investigations Folio	30%
Skills and Applications Tasks	40%
<i>External assessment</i>	
Examination (2 hours)	30%

External assessment:

Students undertake a written examination consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response, and graphical interpretation. Questions will cover all topics, including the applications and experimental skills, and some may require students to integrate their knowledge from a number of topics. An equation sheet will be included in the examination question booklet. The examination will be marked by external assessors with reference to performance standards.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Psychology

Credits: 20

Learning Area: Sciences

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The focus capabilities for this subject are communication and learning.

Content:

Topics:

- Introduction to psychology (compulsory)
- Social cognition
- Learning
- Psychobiology of altered states of awareness
- Healthy Minds
- Personality

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Investigations Folio	30%
Skills and Applications Tasks	40%
<i>External assessment</i>	
Examination (2 hours)	30%

External assessment:

The examination consists of short-answer and extended-response questions. The examination will be marked by external assessors with reference to performance standards.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Specialist Mathematics

Credits: 20

Learning Area: Mathematics

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.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

The focus capabilities for this subject are literacy, numeracy, information and communication technology (ICT), critical and creative thinking, personal and social, ethical understanding, intercultural understanding.

Content:

Specialist Mathematics consists of six topics:

Topic 1: Mathematical Induction

Topic 2: Complex Numbers

Topic 3: Functions and Sketching Graphs

Topic 4: Vectors in Three Dimensions

Topic 5: Integration Techniques and Applications

Topic 6: Rates of Change and Differential Equations.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

<i>School based assessment</i>	
Skills and Applications Tasks	50%
Mathematical Investigation	20%
<i>External assessment</i>	
Examination	30%

External assessment

Examination (3 hours)

Examinations are set by the SACE Board and conducted at the end of the academic year. The examinations are externally marked with reference to performance standards.

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Visual Arts – Art or Design

Credits: 20

Learning Area: Arts

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

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

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

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

Students can enrol in Visual Arts – Art or Visual Arts – Design but not in both.

Content:

For either Art or Design, the following three areas of study are covered:

- Visual thinking
- Practical resolution
- Visual arts in context.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

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

A copy of the student's school-based assessments must be kept at the school for moderation purposes.

External assessment:

Visual Study

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

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

Students submit no more than twenty A3 pages (or equivalent) of Visual Study, integrated with no more than 2000 words or 12 minutes of recorded oral explanation.

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

Performance Standards:

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated their learning, on the basis of the evidence provided. During the teaching and learning program the teacher provides students with feedback on their learning, with reference to the performance standards. At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

Vocational Education Training - VET

Credits: Vary

VET is offered to secondary school students to expand their opportunities and pathways post school.

Why study VET?

- Following a passion or explore a specific area of interest not offered at Scotch.
- Potential for VET to count towards SACE completion. Students receive points at Stage 1 or 2 depending on the training units covered in the course.
- Often practically based and focused on vocational outcomes
- Some courses can lead specifically to entry pathways into apprenticeships
- Broader experience within the community through work placements.
- Work experience placements add to learning and valuable practical experience employers seek

Challenges when studying a VET Course

- Some VET courses are offered after school and others are run during the school day. Missing full days of school for a whole year is very difficult for most students as it effects their other subjects.
- The location of courses can often cause transport and logistic difficulties compared with attending school.
- Some courses require placements on top of course work ranging from 25 – 120 hours making additional time demands.
- Certificate 3 courses are the equal in commitment to a Year 12 subject and require significant investment in time and effort to complete.

What courses Scotch students are enrolled in?

- Certificate 3 in Fitness (after school - two courses one through Foundation Education at Mitcham and the other Sport SA at Next Generation both Wednesday 4 – 7pm)
- We also have 3 students completing this course online.
- Certificate 2 in Retail Cosmetics (full day or 2 afternoons after school)
- Certificate 3 in Make Up (full day or 2 afternoons after school)
- Certificate 3 in Rural Operations (course work and full day workshops – own transport required)
- Certificate 3 in Early Childhood Education and Care (one evening a week plus coursework)

- Certificate 2 & 3 in Retail Operations (work placements and course work)
- Certificate 2 in Automotive Servicing Technology (full day x 6 semesters)
- Certificate 2 in Agriculture (full day)
- Certificate 2 in Scientific Studies – Aviation (Thursday afternoons)
- Certificate 2 in IT (Thursday afternoon)

What are other courses available?

Please explore the links below for the most common courses.

[Inner South Curriculum Alliance](#)

[Media Make Up](#)

[Foundation Education](#) (please note: Only the Certificate 3 in Fitness is offered in SA)

[East Adelaide Cluster](#)

There are other VET courses available all over Adelaide and these can be considered on application.

Costs

- The average cost of VET courses is about \$1500.
- From 2019 onwards, Scotch will go into partnership with families on the cost, 50/50 on enrolment to a maximum of \$1500 per course. When the course is completed the family will be refunded their contribution in full.
- Scotch do not fund VET courses that similar to subjects already offered at the College. For example, Scotch offers Fashion from Year 10 to Stage 2, so do not fund fashion courses as this pathway is possible within the school.

Workplace Practices

Credits: 20

This subject is taught through Marden Senior College and can contribute towards an ATAR. It enables elite athletes/dancers to gain academic credit for their endeavours

Content:

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

Tasks cover:

- Work in Australian society
- Industrial Relations – WHS
- Keeping a Journal
- Reflections and self-evaluation
- Either a practical or an issue investigation.

Assessment

Students demonstrate evidence of their learning through the following assessment types.

<i>School based assessment</i>	
Folio	25%
Performance	25%
Reflection	20%
<i>External assessment</i>	
Investigation – practical or issues	30%

University Courses

SACE recognition of university studies means that you can go to University during Year 12 and have it count towards your SACE and ATAR. These types of programs offer high-achieving senior secondary students the opportunity to:

- experience university life
- explore a particular subject area in greater depth
- be challenged
- study more independently an extended range of subject options
- complete a topic/s for which they may gain credit within their university degree.

The university programs are open to Year 12 students from all schools in South Australia. However, it will suit students who have the maturity to adjust to a university learning environment. University study demands more independent learning through a student's own reading, research, online work and writing.

Participation in the program requires considerable commitment and it is recommended that students seek guidance from their support network, including school and family, to ensure that they are able to manage all existing responsibilities, such as sport and work, while completing Year 12 studies successfully.

Adelaide University offers a variety of subjects through their Headstart program in the Faculties of Commerce, Computer Science, Economics, Humanities and Social Sciences, Mathematics, Psychology and the Sciences.

If you are interested, please have a look at their website

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

Flinders University offers a variety of courses through the Extension Studies program. The list of topics for 2019 are listed on their website, please follow the link below:

<https://www.flinders.edu.au/study/schools-teachers/extension-studies>

For calculating an ATAR, the SACE Board has determined that university grades will be converted in the following way:

Adelaide University

High Distinction = 20.0, Distinction = 19.8, Credit = 18.0 and Pass = 15.8

Flinders University

High Distinction = 20.0, Distinction = 19.8, Credit = 18.0 and Pass = 15.8

Adelaide University enrolments close in February 2019 and Flinders University need to know by December 2018. If you are interested in looking at courses for 2019 then please see the Director of Teaching & Learning for more information.

Central Queensland University also offer a variety of online courses for students to study. For more information about the SUN program go to <https://www.cqu.edu.au/courses/study-areas/work-and-study-preparation/sun>