SCOTCH COLLEGE ADELAIDE

2024 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 further information, please visit: http://www.sace.sa.edu.au/ (the SACE Board) and http://www.satac.edu.au/(SATAC information for university).

Stage 2 subjects:

- Agricultural Production
- Biology
- Business Innovation
- Chemistry
- Chinese (Background Speakers)
- Chinese (Continuers)
- Creative Arts (Film Making)
- Creative Arts (Photography)
- Dance
- Design, Technology and Engineering – Timber or Metal
- Design, Technology and Engineering – Textiles
- Digital Technologies
- Drama
- Economics
- English
- English as an Additional Language (EAL)
- English Literary Studies
- Essential English
- Essential Mathematics
- Food and Hospitality
- French (Continuers)
- General Mathematics
- Health and Wellbeing
- Mathematical Methods
- Media Studies
- Modern History
- Music Explorations
- Music Performance – Ensemble
- Music Performance - Solo
- Music Studies
- Nutrition
- Outdoor Education
- Philosophy
- Physical Education
- Physics
- Psychology
- Specialist Mathematics
- Sports Science and Technology
- Visual Arts – Art or Design
- VET Options
- Workplace Practices
- University Courses

Agricultural Production

Credits: 20

Learning Area: Science

Students analyse innovative research in farming methods and the role of technology in developing more efficient production processes. They develop their social capability and ethical and intercultural understanding by examining local and global concerns about the sustainability of future supplies of food and other plant and animal materials. 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:

- Animal production
- Plant production
- Resource management
- Agribusiness

Assessment:

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

School-based assessment	
Agricultural Reports	30%
Applications	40%
External assessment	
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, first by the students' teacher, and second 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: Science

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

Assessment:

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

School-based assessment	
Investigations Folio	30%
Skills and Applications Tasks	40%
External assessment	
Examination (2 hours) (Online)	30%

The examination consists of:

- multiple-choice questions
- short-answer questions
- extended response questions (two).

Questions will cover all themes and threads and also include 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 Innovation

Credits: 20

Learning Area: Business, Enterprise and Technology

Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems.

Students will work individually and collaboratively to explore complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through the creation and application of business intelligence students will analyse and evaluate the opportunities and challenges for business and customers posed by digital and emerging technologies to iteratively develop and evaluate business models and plans.

Through the contexts of designing and transforming business, students develop and apply their understanding of the following learning strands:

- innovation
- decision-making and project management
- financial literacy and information management
- global, local, and digital perspectives.

Assessment:

Students should provide evidence of their learning though various assessments, including the external assessment component:

School-based assessment	
Business Skills	40%
Business Model	30%
External assessment	
Business Pitch and Plan	30%

Business Skills (40%)

- Consultancy Report
- Business Ideation
- Financial Presentation

Business Model (30%)

- Students work individually to develop a viable business model and evaluate its development by evidencing:
- application of decision-making and project management tools and strategies
- the iterative development of the business model
- collaboration
- the creation of business intelligence and its application in the development of the business model.

Business Pitch and Plan (30%)

- Students individually complete a business pitch and plan for either transforming or start-up business.

External assessment:

The business plan may be presented in multimodal, oral or written form. It should be to a maximum of 10 minutes if oral, or 1700 words if written, or the equivalent if multimodal. The pitch should be a maximum of two minutes and presented in multimodal format.

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: Science

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:

School-based assessment	
Investigations Folio	30%
Skills and Applications Tasks	40%
External assessment	
Examination (2 hours)	30%

External assessment:

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

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:

School-based assessment	
Folio	50%
In-depth Study	20%
External assessment	
Examinations	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;
- 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 (130 minutes)

The one 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 (Continuers)

Credits: 20

Learning Area: Languages

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 languages at Continuers level:

School-based assessment	
Folio	50%
In-depth Study	20%
External assessment	
Examinations	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 (130 minutes)

The one 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: The Arts

Precluded Combination: This subject cannot be studies with Creative Arts (Photography)

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. 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:

School-based assessment	
Product	50%
Inquiry	20%
External assessment	
Practical Skills	30%

Product:

Students negotiate with their teacher to develop and present two products. One product may be connected to 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.

Inquiry:

Students investigate an area in film making that is of interest to them, or that is closely connected to their product. They undertake an inquiry 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:

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, development, 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 (Photography)

Credits: 20

Learning Area: The Arts

Precluded Combination: This subject cannot be studies with Creative Arts (Film Making).

Students study the work of photographers in order to gain in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. Broad areas of study include photography in the context of a creative art form, photography 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.

Assessment:

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

School-based assessment	
Product	50%
Inquiry	20%
External assessment	
Practical Skills	30%

Product:

Students negotiate with their teacher to develop and present two products. One product may be connected to 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.

Inquiry:

Students investigate an area in photography making that is of interest to them, or that is closely connected to their product. They undertake an inquiry 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:

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 photography. 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, development, 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: The Arts

Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. They consider the role of dance in diverse contexts that may include those of Aboriginal and Torres Strait Islander peoples, and its place in transmitting culture. They develop an appreciation of dance as an art form, as well as a life-enrichment opportunity connected to mental and physical well-being..

Content:

Dance consists of three areas of study:

- Understanding Dance
- Creating Dance
- Responding to Dance

Assessment:

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

School-based assessment	
Performance Portfolio	40%
Dance Contexts	30%
External assessment	
Development Portfolio	30%

External assessment:

The external assessment component for Stage 2 Dance consists of a skills development portfolio. The portfolio allows students to communicate their ideas and use appropriate dance terminology. The dance portfolio should enable students to demonstrate evidence of their ability to make informed judgments about their development as a dance practitioner through research and reflection on their own creative work.

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, Technology and Engineering – Material Solutions Timber or Metal

Credits: 20

Learning Area: Business Enterprise and Technology

Precluded Combination: Student can only study one subject - Timber or Metal

In Design, Technology and Engineering, students use design thinking to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative, innovative and enterprising in their chosen context. They apply critical problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

Content:

Students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials and production techniques used in diverse situations, including industry, community and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and vice versa.

A solution in this subject is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e., procedures to output a product) or product. Students analyse influences on a solution, including ethical, legal, economic and/or sustainability issues. They consider the practical implication of these issues on society or design solutions. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

Student learning for this course is reported for the following context:

- Design, Technology and Engineering — Material Solutions.

Assessment:

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

School-based assessment	
Specialised Skills Tasks	20%
Design Process and Prototype/ Product	50%
External assessment	
Resource Study	30%

Specialised Skills Task:

- Task 1 - Digital Illustrations
- Task 2 - Construction Techniques

Design Process and Solution

- Investigation and Analysis
- Design Development and Planning
- Solution Realisation
- Evaluation

External assessment:

Resource Study

- Part 1 – Resource Investigation
- Part 2 – Issue Exploration

Design, Technology and Engineering – Textiles

Credits: 20

Learning Area: Business Enterprise and Technology

In Design, Technology and Engineering – Textiles, students use design thinking to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative, innovative and enterprising in their chosen context. They apply critical problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology and Engineering – Textiles provides opportunities for students to apply engineering processes and use new and evolving technologies.

Students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials and production techniques used in diverse situations, including industry, community and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and vice versa.

A solution in this subject is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e., procedures to output a product) or product. Students analyse influences on a solution, including ethical, legal, economic and/or sustainability issues. They consider the practical implication of these issues on society or design solutions. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

Student learning for this course is reported for the following context:
Design, Technology and Engineering — Industry and Entrepreneurial Solutions.

Assessment:

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

School-based assessment	
Specialised Skills Tasks	20%
Design Process and Solution	50%
External assessment	
Resource Study	30%

Specialised Skills Task:

- Construction Techniques
- Digital Illustration Techniques

Design Process and Solution

- Investigation and Analysis
- Design Development and Planning
- Solution Realisation
- Evaluation

External assessment:

Resource Study

- Part 1 – Resource Investigation
- Part 2 – Issue Exploration

Digital Technology

Credits: 20

Learning Area: Business Enterprise and Technology

Computational thinking underpins the learning in this subject. In applying their computational thinking skills, students apply logical steps to identify and deconstruct problems that are of interest to them, recognise patterns through abstraction, design algorithms, and create innovative digital solutions. It extends their skills in critical and creative thinking and problem solving, and make connections in their learning across disciplines to generate ideas and create innovative digital solutions.
In the pursuit of innovation students increase their willingness to take risks and appreciate the value of learning from what does not work, as well as from what does work, as they scope and design innovative solutions.

Content:

The subject consists of the following focus areas:

- Computational thinking
- Design and programming
- Data analytics
- Iterative project development

Computational thinking, students develop and extend their computational thinking skills and strategies to identify, deconstruct, and solve problems of interest. These strategies include pattern recognition, abstraction, and algorithm design.

Design and programming, students analyse a problem, and design, write the code for, test, and implement a solution.

Data analytics, students analyse data sets in order to understand a problem, test a hypothesis, and draw conclusions from which to make decisions.

Iterative project development, students scope problems, plan a project, clarify project features, and develop and evaluate appropriate code.

Assessment:

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

School-based assessment	
Project Skills	50%
Collaborative Project	20%
External assessment	
Individual Digital Solution	30%

Project Skills:

- Research and Ethics
- Data Analytics
- Programming Design and Skills
- Iterative Development

External assessment:

Individual Digital Solution

- Part 1 – Computational Thinking
- Part 2 – Development and Evaluation

Drama

Credits: 20

Learning Area: The 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:

Group production:

Students apply the dramatic process to develop their individual and collaborative contributions to a whole-class group production. They develop their learning and skills throughout the production process and during the final performances in one or more roles, e.g., actor, designer, production/stage manager. They keep records of development through video, photographs and verbal reflection throughout the process.

After the production, each student assembles and presents evidence of their learning and skills development in one of three creative choices:

- A short video documentary in the style of 'The Making of Our Group Production' narrated by the student and including rehearsal video footage, interviews and excerpts
- An oral presentation – video recorded by the student
- A video essay

Each student demonstrates their creativity, critical thinking, analysis and evaluation through their choice of presenting their evidence. Each student produces and presents the video of their learning of up to 15 minutes in duration (in mp4 format), in one of the aforementioned three ways: a short video documentary; an oral presentation; a video essay.

Evaluation and creativity:

Students create a written or oral reflection and evaluation, which integrates their dramatic learning from two drama events they have experienced. The first event will be a series of masterclasses and workshops delivered at our school by Windmill Theatre Company or Act-Now Theatre Company. The second event is a production by State Theatre Company SA. Students may include other drama events by negotiation with the teacher. Each student analyses, reflects on and evaluates the ideas, techniques, skills, choices and artistic impact of the two events on their own individual development as either an actor, designer or director. Each student explicitly draws links and makes connections between aspects and key moments of the events, and their own specific development as a dramatic artist. A reflection and evaluation of up to 1000 words if written, or six minutes if oral, or multimodal. Students submit their final product in either PDF or mp4 video form.

Each student develops a concept (or vision) as director, designer, actor or producer of their hypothetical production of our shared text. (Or they may negotiate another drama text from the Suggested List.) In small groups of their own choosing, they experiment practically with their staging ideas through selected scene excerpts, aiming to explore the artistic workability of their concept (or vision).

They rehearse and present an oral presentation of their concept (or vision) including well-chosen examples in the form of a pitch to their hypothetical cast and crew, on day one of their process. (If the role of producer is selected, students may conceive a pitch and plan for a national tour of the hypothetical production.)
The project can be a 1000-word essay or up to six minutes of oral presentation, video recorded by the student and presented to the teacher in mp4 video format.

Creative presentation:

Students form small groups of between two and five, and collaborate to conceive, plan and produce a creative dramatic presentation. As a small dramatic company, or a small ensemble within a whole-class company, they individually and collaboratively apply the knowledge, understanding and skills that they have learned, including dramatic theory and processes, to generate a shared dramatic intention and create a dramatic product in a presentation as an ensemble. In their group, students can choose from a range of roles, including actor, designer, director, filmmaker and scriptwriter.

Students video their product and provide it in mp4 format for assessment. Students are reminded that they are not obliged to use all of the allocated video time for their group size. They should let the form, ideas and style of their dramatic product determine the length of their final presentation.

Each student provides a justification of their creative decision-making, both collaboratively and individually, through analysis and evaluation of processes and creative choices in the development and finalisation of their dramatic presentation. Students are encouraged to be creative with the way they present their individual justification, and may choose from one of the following options:

- An oral analysis in the style of a 'director's/actor's/etc. commentary', audio recorded and synchronised in real-time with the final video of the presentation.
- A short documentary film in the style of 'the making of…'. The documentary film should include images and or video footage from the development and refinement of the outcome as an ensemble.
- A video essay that creatively documents, analyses and evaluates process and outcomes.

Assessment:

School-based assessment	
Group Production	40%
Evaluation and Creativity	30%
External assessment	
Creative Presentation	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-.

Economics

Credits: 20

Learning Area: Business Enterprise and Technology

Students use an inquiring, critical, and thoughtful approach to develop the ability to think like an economist. They apply their economic inquiry skills and their knowledge and understanding of economic concepts, principles, and models to analyse and respond to economic problems.

Through the study of Economics, students examine the most significant individual and social problems through the acquisition of analytical and problem-solving skills and the development of a logical, ordered way of looking at issues. These essential life skills promote the ability to balance different narratives, determine what assumptions matter, and build on existing knowledge.

Students explore and analyse a variety of authentic economic contexts to develop, extend, and apply their skills, knowledge, understanding, and capabilities. Students apply their learning in the contexts of both Microeconomics and Macroeconomics to model and analyse the interactions between individuals, firms, governments, or other organisations.

Economics will influence how students understand economic decision making and the importance to the prosperity and sustainability of society as well as a long-term perspective and awareness that understanding the economy requires both a solid intellectual framework and openness to new ideas.

Assessment:

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

School-based assessment	
Folio	40%
Economic Project	30%
External assessment	
Examination	30%

Folio

- Market Failure Presentation
- Government Policy Analysis
- Economic Commentaries

Economic Project

- Economic Project analysing students' choice of topic

External assessment:

The examination consists of short-answer questions, open-ended questions, responses to stimuli and extended response questions. It draws on all sections from 'Thinking Like an Economist':

- economic inquiry skills
- data analysis
- microeconomics
- macroeconomics.

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. 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:

School-based assessment	
Responding to Texts	30%
Creating Texts	40%
External assessment	
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 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 as an Additional Language (EAL)

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 this subject 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:

School-based assessment	
Academic Literacy Study	30%
Responses to Texts	40%
External assessment	
Examination (160 minutes)	30%

External assessment:

Students complete an examination divided into two sections:

- Section 1: Comprehending Multimodal Texts
- Section 2: Written Paper

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:

School-based assessment	
Responding to Texts	50%
Creating Texts	20%
External assessment	
Comparative Analysis (essay)	15%
Critical Reading: 90-minute online 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. The reading of these texts clarifies and extends students' comprehension of the processes, issues or concerns of individuals or communities. 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 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:

School-based assessment	
Responding to Texts	30%
Creating Texts	40%
External assessment	
Language Study	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-.

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 four topics:

- Measurement
- Business applications
- Statistics
- Investments and loans

Assessment:

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

School-based assessment	
Skills and Applications Tasks	30%
Folio	40%
External assessment	
Examination (2 hours)	30%

External assessment: Examination (2 hours)

Examinations are set by the SACE Board and are 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 and Hospitality

Credits: 20

Learning Area: The Arts

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:

School-based assessment	
Practical Activity 4 practical activities are completed	50%
Group Activity	20%
External assessment	
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, first by the student's teacher and second 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

Continuers' level French is designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. 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

Assessment:

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

School-based assessment	
Folio	50%
In-depth Study	20%
External assessment	
Examination	30%

External assessment:

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

- Conversation
- Discussion

The written examination will take 130 minutes and consists of three sections:

- Listening and responding
- Reading and responding
- 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.

Content:

General Mathematics consists of five topics:

- Modelling with linear relationships
- Modelling with matrices
- Statistical models
- Financial models
- Discrete models

Assessment:

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

School-based assessment	
Skills and Applications Tasks	40%
Mathematical Investigation	30%
External assessment	
Examination (2 hours)	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 and Wellbeing

Credits: 20

Learning Area: Health and Physical Education

Students focus on the health and wellbeing of individuals. Students develop the knowledge, skills and understanding required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

Health and wellbeing is influenced by diverse social and cultural attitudes, beliefs and practices. An understanding of the health and wellbeing status of individuals, communities and global societies incorporates, for example, health determinants and strategies to improve lifestyle decisions. Students may explore principles and frameworks relating to health and wellbeing.

In Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.

Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society. Teachers select from the concepts of Health literacy, Health determinants, Social equity and Health promotion. They may be considered through the lens of individual, community and global contexts.

Content:

Health and Wellbeing consists of the following concepts:

- Health literacy
- Health determinants
- Social equity
- Health promotion

These concepts be explored through the following topics:

- Sexual health and relationships
- Life Online/ Cyber Safety
- Racism and Minority Groups
- Mental Health
- Any topic of student choice to research and explore for the 30% external

Assessment:

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

School-based assessment	
Initiative	40%
Folio	30%
External assessment	
Inquiry	30%

External assessment:

The investigation is a maximum of 2000 words, if written, or 10 minutes for an oral presentation.

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-.

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.

Content:

Mathematical Methods consists of six topics:

- Further differentiation and applications
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous random variables Sampling and confidence intervals

Assessment:

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

School-based assessment	
Skills and Applications Tasks	50%
Mathematical Investigation	20%
External assessment	
Examination (2 hours)	30%

External assessment

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-.

Media Studies

Credits: 20

Learning Area: Business Enterprise and Technology

Students develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products.

By developing sensitivity to trends in media content, students learn about their own culture and that of others, and the effect of media on individual and group identity.

Content:

Students are involved in discussing and analysing media issues, interacting with media, and creating media products. Students actively engage and interact with media, while learning to make informed choices.

The analytical elements of Media Studies support students to develop critical research and analysis skills that may lead to future study or employment pathways

Students study:

- Media Exploration 1: Advertising
- Media Exploration 2: Photojournalism / Documentaries
- Media Interaction

Assessment:

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

School-based assessment	
Folio	30%
Production	40%
External assessment	
Investigation	30%

External assessment

Students undertake an independent investigation of a current media issue (within the last 12 months) and present their findings. The focus of the investigation is the cultural, political, or economic impact of media on contemporary society.

Through the investigative process, students develop skills in selecting and synthesising information from a range of primary and secondary sources. Students use their skills of critical analysis to review, interpret, and evaluate information and viewpoints. Students use data from these sources to reach a logically developed conclusion. A maximum of 2000 words if presented in written form or the equivalent if presented in multimedia form.

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

Credits: 20

Learning Area: Business Enterprise and Technology

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:

School-based assessment	
Folio	50%
Historical Study	20%
External assessment	
Examination (Online) (2 hours)	30%

External assessment:

- Examination (2 hours). The examination consists of two parts:
- Modern World
- 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. Students analyse their repertoire showing their understanding of the elements of music and how different musical effects and expression have been created by the arranger/composer.

Assessment:

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

School-based assessment	
Musical Literacy	30%
Explorations	40%
External assessment	
Creative Connections	30%

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.

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 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:

School-based assessment	
Performance	30%
Performance and Discussion	40%
External assessment	
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.

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 Performance – Solo

Credits: 10

Learning Area: The Arts

Music Performance – Solo 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:

School-based assessment	
Performance	30%
Performance and Discussion	40%
External assessment	
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.

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 Studies

Credits: 20

Learning Area: The Arts

Music Studies 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:

School-based assessment	
Creative Works	40%
Musical Literacy	30%
External assessment	
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).

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-.

Nutrition

Credits: 20

Learning Area: Science

The study of Nutrition enables students to understand the role of nutrients in the body as well as the 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 through the focus on Science as a Human Endeavour (SHE). 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. The course focuses on innovation in nutrition science to ensure the sustainability of food production and promote food security into the future.

Content:

The topics for Stage 2 Nutrition are:

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems

Underpinning skill sets

- Nutrition literacy and numeracy
- Nutrition and technology.

Assessment:

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

School-based assessment	
Investigations Folio	30%
Skills and Applications Tasks	40%
External assessment	
Examination (2 hours) (Online)	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-.

Outdoor Education

Credits: 20

Learning Area: Health and Physical Education

Through experiential learning and the study of three focus areas: Conservation and sustainability; Human connections with nature; and Personal growth, safety and development, students develop skills, knowledge and understanding of safe and sustainable outdoor experiences, in the key areas of preparation and planning; managing risk; leadership and decision-making, and self-reliance skills. They engage in direct and personal experiences in a variety of natural environments to reflect on their study of natural areas and their potential to promote personal development, group development, health and wellbeing, environmental learning, sustainable living and social justice.

Content:

Students study all three focus areas:

- Conservation and sustainability
- Human connections with nature
- Personal growth, safety and development

These focus areas are developed through involvement in activities and journeys in natural environments. Students provide evidence of their learning through four or five assessments, including the external assessment component.

Assessment:

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

School-based assessment	
About Natural Environments (one or two tasks)	20%
Experiences in Natural Environments (two tasks)	50%
External assessment	
Connections with Natural Environments	30%

External assessment:

Students undertake one task, based on their understanding of and experiences in natural environments. Students independently choose an area of interest to further explore the connections they have made with natural environments. This task is double marked, first by the students' teacher and second 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: Business Enterprise and Technology

This subject further develops a knowledge base established during Stage 1 Philosophy, but note that there is no formal prerequisite. The Community of Inquiry becomes more student-led and leverages students' understanding of various philosophers and their philosophical positions. Core elements of Stage 2 Philosophy include critical reasoning, questioning, students justifying their own philosophical position and argument analysis. 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:

School-based assessment	
Argument Analysis	25%
Issues Analysis	45%
External assessment	
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 and Physical Education

Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education supports an Arnoldian educational framework that promotes deep learning 'in, through and about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Content:

Physical Education consists of the following three areas:

- In movement: Energy sources affecting performance, effects of training on physical performance, impact of biomechanics on physical performance, practical application of learning theories, psychology of sporting performance, analysis of movement concepts and strategies.
- Through movement: Social psychology, psychology of sporting performance, barriers and enablers to physical activity.
- About movement: Energy sources affecting physical performance, physiological factors affecting physical performance, the effects of training on physical performance, technological developments in biomechanics, psychological motor-learning theories, the learning process, the learning journey.

Assessment:

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

School-based assessment	
Diagnostics	30%
Improvement Analysis	40%
External assessment	
Group Dynamics	30%

External assessment:

Students undertake one group dynamics task, where they undertake two roles. The evidence for the evaluation and analysis of the group is a maximum of 12 minutes or 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-.

Physics

Credits: 20

Learning Area: Science

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 Physics are:

- Motion and relativity
- Electricity and magnetism
- Light and atoms

Assessment:

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

School-based assessment	
Investigations Folio	30%
Skills and Applications Tasks	40%
External assessment	
Examination (2 hours)	30%

External assessment

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-.

Psychology

Credits: 20

Learning Area: Science

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 experiences 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.

Content:

Topics:

- Science Inquiry Skills
- Social Influence
- Psychology of Learning
- Psychology of the Individual (Personality)
- Organisational Psychology
- Psychological Health & Wellbeing.

Assessment:

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

School-based assessment	
Investigations Folio	30%
Skills and Applications Tasks	40%
External assessment	
Examination (2 hours) (Online)	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:

- Mathematical induction
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equations

Assessment:

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

School-based assessment	
Skills and Applications Task	50%
Mathematical Investigation	20%
External assessment	
Examination (2 hours)	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-.

Sports Science and Technology

Credits: 20

Learning Area: Science

Sports Science and Technology employs science inquiry skills and scientific methods. This subject has an interdisciplinary approach with a focus on science and engineering, supported through the application of technology, design, and mathematical thinking (STEM).

Sports Science and Technology is Stage 2 Scientific Studies. Students will apply an inquiry-based approach and use digital technologies, such as sensors , computer programs, video analysis and multimedia platforms, to investigate topics related to different sports and athletes' performances in sports.

The focus capabilities for this subject are creative thinking, collaborative work, innovation and communication technology (ICT).

Content:

The topics studied relate to:

- Health and injuries
- Biomechanical analysis of movement
- Bioinformatics
- Adapted physical exercise
- Performance analysis
- Exercise physiology

Assessment:

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

School-based assessment	
Inquiry Folio	50%
Collaborative Inquiry	20%
External assessment	
Individual Inquiry	30%

External assessment:

The individual inquiry has three parts: a design proposal; practical investigation; and a 1500-word report of the findings of the investigation.

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: The Arts

Visual Art students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audiovisual techniques leading to resolved pieces.

Students have opportunities to research, understand and reflect upon visual artworks 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:

School-based assessment	
Folio	40%
Practical	30%
External assessment	
Visual Study	30%

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, 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, 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, first by the students' teacher and second 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.

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) External

Credits: Vary according to the course

VET stands for Vocational Education & Training and is a way for Scotch students to study vocationally focused training courses and gain SACE credits as part of their curriculum. VET courses develop students' skills and knowledge for specific vocations through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by registered training organisations (RTOs).

Why study VET?

Follow a passion or explore a specific area of career interest not offered at Scotch. For example, Building and Construction, Plumbing, Electrotechnology, Automotive, Health and Beauty, Media Makeup, Equine Studies, Rural Operations, Early Childhood and Care, Disability Studies, and others available on request.

Benefits of studying a VET Course:

They are often practically based and can lead specifically to entry pathways into apprenticeships. VET courses can give the 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 difficult for most students as it affects their other subjects and cocurricular commitments.

The location of courses can often cause transport and logistical 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 equal in commitment to a Year 12 subject and require significant investment in time and effort to complete.

What courses are Scotch students generally enrolled in?

- Construction, Automotive Servicing, Electrotechnology and Retail Cosmetics
- Others include IT, Agriculture, Hospitality, Plumbing, Aviation

What other courses are available?

- Inner South Curriculum Alliance
- Western Suburbs Alliance
- East Adelaide Schools Cluster
- Adelaide Hills Schools Cluster
- AIE
- TAFE
- Queensford College

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

Costs

Scotch covers the cost of approved VET courses as long as the course is completed within the required time frame. Failure to complete the course will result in the cost of the course being passed on to the student's family.

Scotch do not fund VET courses that are similar to subjects already offered at the College. For example, Scotch offers Physical Education and Business at Stage 1 and Stage 2 level, so we do not fund the Certificate III in Fitness or the Certificate III in Business courses as these pathways are possible within the school.

Applying to study VET:

Students need to be 16 years old to commence a VET course as well as in Year 11 (minimum). Generally, applications need to be commenced 2 terms in advance to course commencement. The process to apply is:

- Indicate on your 2024 course choice selection form that you wish to study a VET course.
- Complete the "Application for VET" form then return it to the Senior School office.

You will be invited to attend a meeting with your VET Coordinator (Ms Sorensen, Ms Smith or Ms Rainey) to discuss what options might suit you.
Final approval is also required from the Director of Teaching & Learning and the student's Head of House.

Please read the VET Guidelines at the end of this document and for further information please contact:
Belinda Sorensen (Cameron & Douglas)
bsorensen@scotch.sa.edu.au
Sam Smith (Campbell & Gordon)
ssmith@scotch.sa.edu.au
Janet Rainey (McGregor & Stewart)
jrainey@scotch.sa.edu.au

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.

School-based assessment	
Folio	25%
Performance	25%
Reflection	20%
External assessment	
Investigation – Practical or Issues	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.

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

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 2024 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, Flinders University and UniSA for one topic:

- High Distinction = 10
- Distinction = 9.9
- Credit = 9
- Pass = 7.9

Adelaide University enrolments close in February 2024, and Flinders University need to know by December 2023. If you are interested in looking at courses for 2024, then please see the Director of Teaching and 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

UniSA ACCELERATE program

This program is open to all Year 12s giving you the chance to start studying university subjects in your final year of school and guaranteeing you an early place into your business degree at UniSA. You'll get study credit towards your degree for successfully completed courses and you can also apply for study to be counted towards your SACE Stage 2.

Through UniSA ACCELERATE, you can study up to two subjects through UniSA Online in a wide variety of areas like accounting, business law, marketing, management, finance, retailing and psychology. You'll study 100% online, giving you the ultimate flexibility to balance your other school studies and commitments. All learning, assessments and exams will be delivered online with dedicated academic and support staff, so you don't need to come on campus. More information about UniSA Accelerate can be found at https://study.unisa.edu.au/accelerate/

Subjects that you can study include:

- Accounting for Business
- Business Law
- Communication and Media
- Consumer Behaviour
- Contemporary Aboriginal Issues
- Intercultural Communication
- Macroeconomics
- Management and Organisation
- Marketing Principles: Trading and Exchange
- Personal Finance
- Principles of Economics
- Problem Solving and Programming
- Professional Practice in Data Analytics
- Psychology
- Retailing

VET Guidelines

Introduction

VET stands for Vocational Education & Training. VET allows senior secondary school students to study vocationally focused training courses and gain SACE credits as part of their Scotch curriculum. Scotch College supports VET courses that develop students' skills and knowledge for specific vocations through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by Registered Training Organisations (RTOs).

Guiding Principles

Scotch recognises the following benefits for students undertaking a VET course:

- Students develop practical skills and understanding in a specific area of vocational interest.
- Demonstrated pursuit of vocational expertise is favoured by future employers.
- Some courses can lead specifically to entry pathways into apprenticeships or traineeships and help build industry contacts.

Scotch recognises the following challenges for students undertaking a VET course:

- Some VET courses require students to miss one or more school days per week. Catching up on missed school work can present additional challenges.
- The location of courses can cause transport and logistical difficulties compared with attending school.
- Cocurricular commitments (eg sport, oratory, performing arts) may be impacted by VET course attendance requirements.
- Some VET courses require the completion of compulsory work experience placements (in addition to completing course curriculum) in order to finalise the qualification and then be recognised by the SACE board. The number of required work placement hours could vary from 30 – 120 hours, depending on the course.
- Certificate III VET courses in particular require a sustained and significant investment in time and effort to complete within the required timeframe.

- Different Registered Training Organisations (RTOs) can be inconsistent in the level of support and personalised education provided to students. VET students must be organised, focused and motivated to succeed in their chosen VET course, demonstrating a consistently high level of independence in their learning.
- Online VET courses require exceptional time-management and motivation to complete within the required time frame, often with minimal support from the RTO. The challenges of completing an entire course with no allocated teacher, no classroom peers to communicate with and no variety of instructional delivery are significant and is not successful for many students. For these reasons, Scotch does not support online VET courses.

Suitability of students for VET courses

VET courses do not suit the interests, learning style, study habits and commitment level of all students. There may be other subject options that provide extra flexibility, extension or learning support that would be more suitable than a VET course for Scotch students. The Director of Teaching and Learning and the College Careers Counsellors provide guidance to students and families about which subject choice options could be most suited to each student's individual situation.

Scotch recognises that students who meet the following criteria are suited to VET courses:

- Have a demonstrated commitment to developing particular vocational skills
- Are aiming to enter a trade or skill-based industry after school
- Are able to manage the demands of a more flexible timetable in Year 11 or Year 12 without compromising performance in other subjects

Funding of VET courses

Most VET courses are subsidised by government funding through the VETRO scheme. Government-subsidised courses have strict entry requirements. These include:

- being enrolled in Year 11 or Year 12 at school AND
- documented evidence of completed work experience, completion of industry immersion or a 'taster' course in a related field to the VET course the students is applying for.

Occasionally there are opportunities for students to attend 'fee-for-service' courses, including Stackable VET courses. While Scotch will contribute to the cost of approved courses (including courses that do not have VETRO funding) there may be a contribution required from the family towards the course delivery fee as well. This is discussed with the students and their family prior to the student enrolling in the VET course.

Most VET courses also require items to be purchased by students/families to facilitate their coursework (eg protective footwear, uniform items, consumables, etc). These items are retained by the student after completing the course. The cost of these items is therefore paid by the student's family.

Failure to complete a VET course will most likely result in the cost of the course being passed on to the student's family.

Scotch do not support VET courses that have common content with SACE subjects already offered at the College. For example, Scotch offers Physical Education, Business and Digital Technologies at Stage 1 and Stage 2 level, so Scotch does not support the Certificate 3 in Fitness, the Certificate 3 in Business or the Certificate 3 in Information Technology courses as these pathways are possible within the school. Additionally, and in line with government funding limitations, Scotch will only contribute financially to one approved Certificate 2 and one approved Certificate 3 course per student.

Applying to study a VET course

The Scotch VET Expression of Interest form must be completed by interested students, including the sections requiring the support of their parent(s)/guardian(s). This form can be obtained on the Scotch Life VET@Scotch page (https://app.scotch.sa.edu.au/homepage/3152). The completed form must be submitted to the student's VET Coordinator when all sections have been filled in (including required signatures). Dates for submission of forms is found on the VET@Scotch page on Scotch Life and are also communicated to eligible year levels.

The Expression of Interest is reviewed and a discussion is organised between the VET Coordinator, student and a parent/guardian to determine the course of action most suitable for the student. In applying for a VET course, the student and parent/guardian are responsible for meeting all deadlines for form submission as directed by the Scotch VET Coordinators.

Reporting

Upon completion of a VET course (or their period of enrolment for the course) students are given a written summary of their completed units of competency by the VET course RTO. A copy of these results is also sent to Scotch. The record of completed units of competency is then entered into the SACE Online portal by the VET Coordinators and verified by the SACE Coordinator so that students are awarded SACE credits (at the level determined by the SACE board for the specific units completed). Verified completed Certificate 3 qualifications will also (if approved by the SACE board) then be considered for use in the student's ATAR calculation. A partially completed VET course will still gain SACE credits, to the formula of 35 hours (nominated by the RTO in the industry training package) equalling 5 SACE credits. The level of SACE credits (Stage 1 or Stage 2) is determined by the SACE board according to the Industry Training package for that course.

Certificate 3 courses (and any VET course that is awarded SACE Stage 2 level credits) need to be completed by the student by the beginning of Term 4 of their Year 12 to allow enough time for final marking and resulting by the RTO. There is often a lag between student submission of final work and the official academic transcript and acknowledgement of completion by the RTO. The SACE board has a strict deadline for completed units of competency and verified certificates to be entered in order to be considered for inclusion in the student's ATAR (if relevant). This date is communicated to relevant students by their VET Coordinator each year.

Completion of Stackable VET courses will also see SACE credits awarded to the student, but there is no formal qualification (such as a Certificate 2 or a Certificate 3) that is gained upon completion. Again, the level of SACE credits from a Stackable VET course is determined by the SACE board. Upon notification from the RTO that a student has completed a Stackable VET course, the VET Coordinator will enter the completed units of competency in SACE Online to see that the student is awarded SACE credits.