Year 12

2025 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: www.sace.sa.edu.au (the SACE Board), and 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 & Engineering - Material Solutions Timber or Metal
- Design, Technology & 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
- Pre-elite sport: Workplace Practices

Extension Options:

- University Subjects

AGRICULTURAL PRODUCTION

Credits: 20

Learning Area: Science

Are you interested in:

Agricultural science, agronomy, farm management, agricultural engineering, food science, horticulture, animal science, environmental science, biotechnology, agribusiness.

What we study:

Study agricultural production to analyse innovative farming methods and technology's role in efficient production, develop social and ethical understanding by examining sustainable practices, focus on agricultural techniques, explore locally important aspects, and understand the science in 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.

BIOLOGY

Credits: 20

Learning Area: Science

Are you interested in:

Animal and plant biology, healthcare, biomedical science, biotechnology, environmental science, forensic science, genetic counselling, wildlife, microbiology.

What we study:

Study biology to investigate biological systems and their interactions from cellular structures to ecosystem dynamics, explain observations, solve biological issues, understand the impact of biological science on life and society, evaluate human impact on nature, and draw evidence-based conclusions from biology-related inquiries 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 (130 minutes) (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.

BUSINESS INNOVATION

Credits: 20

Learning Area: Business, Enterprise and Technology

Are you interested in:

Developing the skills to think creatively, develop new ideas, and drive growth within organisations. Career paths include Entrepreneurship, Innovation Management, Business Consultancy, Marketing and Sales, Corporate Strategy, Technology and Digital Transformation, Research and Development (R&D), Finance and Investment, Human Resources and Organisational Development, Education and Training, and Sustainability and Social Impact.

What we study:

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 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.

CHEMISTRY

Credits: 20

Learning Area: Science

Are you interested in:

Chemical engineering, pharmacy, forensic science, environmental science, toxicology, mining, biochemistry, material science.

What we study:

Study chemistry to understand of the chemical construction of the physical world, the use of the Earth's resources, evaluate the benefits and risks of chemical knowledge, discuss social and environmental issues, and make informed decisions about interacting with and modifying nature, including exploring green or sustainable chemistry to reduce environmental impact.

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 (130 minutes)	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.

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

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.

CREATIVE ARTS - FILM MAKING

Credits: 20

Learning Area: The Arts

Precluded Combination: This subject cannot be studies with Creative Arts (Photography). Please speak to Mrs Johnson regarding options if this is a concern for your subject choices.

Are you interested in:

Directing, producing, cinematographer, animator, actor, screenwriter, visual effects artist, art director, production designer, Lighting technician, camera operator, makeup artist, Gaffer.

What we study:

At stage 2 you will begin to hone your skills and knowledge in a key area of focus working individually and part of a larger production crew.

You study the global screen and media industry and how Australian studios and productions fit into the global market.

You can expect to study the work of film makers and creatives to gain in-depth knowledge of the nature of their work and their roles and responsibilities within the screen and media industry. Broad areas of study include film making, animation, visual effects, entertainment technologies and screen writing.

You will develop specific skills and knowledge in a range of film and media-related areas depending on your negotiated topics and focus for major assessment tasks. These could include cinematography, sound design, lighting, screen writing, editing, animation, CGI, Visual effects, 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%

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CREATIVE ARTS (PHOTOGRAPHY)

Credits: 20

Learning Area: The Arts

Precluded Combination: This subject cannot be studies with Creative Arts (Film Making). Please speak to Mrs Johnson regarding options if this is a concern for your subject choices.

Are you interested in:

Director of Photography (Film), Sports photographer, Content creator, Graphic designer, Illustrator, Photo editor, marketing, Multi-media artist, real estate photographer, Visual art educator, creative director, community arts coordinator.

What we study:

Students study the work of local and global 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, and developing a personal aesthetic.

Students will develop specific skills and knowledge in a range of art, 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	
Two products	50%
Inquiry	20%
External assessment	
Practical skills folio	30%

DANCE

Credits: 20

Learning Area: The Arts

Are you interested in:

Exploring the expressive potential of movement and emphasising collaborative creativity. Developing technical skills as a dancer across various dance genres. Creating and exploring movement for both film and live performances and opportunities to integrate elements such as costuming and lighting to enhance artistic expression. In careers such as dance, choreography, teaching, dance therapy, arts administration, production co-ordination, journalism, film making, photography, event planning and fitness instructing.

What we study:

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.

DESIGN TECHNOLOGY & 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.

Are you interested in:

Industrial Design, Furniture Design/Construction, Fabrication, Robotics, Advertising, Manufacturing, Automotive, Electronic and Mechanical Engineering.

What we study:

In Design, Technology and Engineering (Timber and/or Metal), students will design and manufacture a project that solves a chosen problem. You will draw on any previous experiences and personal interests within a flexible assessment framework. This course will provide exposure to industry standards and equipment used broadly through a range of interdisciplinary design and manufacturing skills.

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 & Engineering.

· Design, Technology & 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 & ENGINEERING – TEXTILES

Credits: 20

Learning Area: Arts and Pathways

Are you interested in:

Fashion Design, Fashion Production and Management, Fashion Journalism and Publishing, Fashion and Garment Technology, Textile Design, Fashion Illustration, Fashion Retail, Fashion Buying, Fashion Styling, Trend Forecasting, Fashion Merchandising, Apparel Manufacturing, Costume Designing, Fashion Business Owner, Fashion Publicity, Dressmaking or Tailoring, Patternmaking, Fashion Entrepreneurship, Textile Artistry.

Content:

In Stage 2 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.

In this subject, a 'solution' 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 implications of these issues on society or on design solutions. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices when creating the solution. Student learning for this course is reported for the Design, Technology, and Engineering - Industry and Entrepreneurial Solutions (IES) context.

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%

DIGITAL TECHNOLOGY

Credits: 20

Learning Area: Business Enterprise and Technology

Are you interested in:

Computer Programming, Data Analysis, Game Design, AI Programmer.

What we study:

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%

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DRAMA

Credits: 20

Learning Area: The Arts

Are you interested in:

Exploring the world through performance, film, art, interdisciplinary learning, and collaborative creativity? Do you aspire to develop versatile acting skills and seize diverse design opportunities while gaining confidence in public speaking, interviews, and interpersonal interaction? Drama offers a pathway to exciting careers in areas such as politics, law, journalism, public relations, human resources, and various interview-based courses, including medicine. It also hones your ability to understand and navigate verbal and non-verbal subtext and interactions, ensuring you are well-equipped for any personal or professional challenge.

What we study:

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. 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%

ECONOMICS

Credits: 20

Learning Area: Business Enterprise and Technology

Are you interested in:

Expanding your understanding how societies use limited resources to produce valuable commodities and distribute them among different people? Do you want to learn about the factors that influence economic policies and their impact on everyday life? Economics equips you with the analytical skills to explore these questions and more. Career paths include economic analysist, policy advisor, financial planning, market researcher, banking and financial services, international trade and development, public sector economics, environmental economics, Academic Research and Teaching, and consulting.

What we teach:

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 (130 minutes)	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

Are you interested in:

Creative or technical writing or a language-rich university course, including Bachelor of Arts (Sociology, Politics & International Relations, History, Journalism), Bachelor of Education, Bachelor of Communication.

What we study:

A course that provides students an opportunity to hone core writing and analytical skills.

In Stage 2 English, students analyse the interrelationship of author, 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.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Credits: 20

Learning Area: English

Are you interested in:

Creative or technical writing or a language-rich university course, including Bachelor of Arts (Sociology, Politics & International Relations, History, Journalism), Bachelor of Education, Bachelor of Communication.

What we study:

A course that further refines writing and communication skills of students for whom English is an additional language.

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

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ENGLISH LITERARY STUDIES

Credits: 20

Learning Area: English

Are you interested in:

Interpreting texts at a deeper level and developing analytical writing skills.

What we study:

A course with a deep focus on analysing various texts and developing creative writing skills.

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: 100-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.

ESSENTIAL ENGLISH

Credits: 20

Learning Area: English

Are you Interested in:

Vocational education courses or working in a field that often does not require a tertiary qualification.

What we study:

A course designed to make English accessible and develop core communication skills.

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%

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ESSENTIAL MATHEMATICS

Credits: 20

Learning Area: Mathematics

Are you interested in:

Pursuing a career in a range of trades or vocational pathways such as automotive, building and construction, electrical, hairdressing, hospitality, nursing and community services, plumbing, and retail.

What we study:

Essential Mathematics has an emphasis on extending mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts.

This includes everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

Content:

Essential Mathematics consists of the following five topics:

· Scales, plans, and models

· 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 (130 minutes)	30%

FOOD AND HOSPITALITY

Credits: 20

Learning Area: Health and Humanities

Are you interested in:

The Food & Hospitality Industry, nutrition, dietetics, distilling, social media influencer/blogger, food writer/journalist/recipe developer/tester, chef, food product development and testing, gastronomy, culinology, event management and planning, teaching, business, food marketing and sales.

What we study:

Stage 2 Food and Hospitality is all about exploring the modern food and hospitality industry. Students dive into current and future issues within this field, considering everything from economics and the environment to legal, political, sociocultural, and technological factors. They also examine how the industry impacts Australian society.

Through practical and theory assessments, students develop essential skills as consumers, industry workers and new product developers and marketers. Plus, they get to showcase their learning through multimodal and oral presentations with a strong focus on practical skill and knowledge development. Students have a very broad scope to individualize their learning in this subject.

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%

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.

GENERAL MATHEMATICS

Credits: 20

Learning Area: Mathematics

Are you interested in:

Preparing for entry into tertiary courses that require a non-specialised background in mathematics.

What we study:

General Mathematics extends mathematical skills in ways that apply to practical problem-solving. Topics cover a diverse range of applications including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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 (5 tasks)	40%
Mathematical Investigation (2 tasks)	30%
External assessment	
Examination (130 minutes)	30%

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HEALTH AND WELLBEING

Credits: 20

Learning Area: Health and Physical Education

Are you interested in:

Counselling, Environmental health officer, Health promotion officer, Medical careers, Physiotherapy, Dietician, Nursing, Occupational therapy, Politics.

What we study:

Analysis of current health issues and trends to take action on, understand and improve health outcomes.

· Knowledge, skills and understanding required to explore and understand influences and make decisions regarding health and wellbeing.

· The role of health and wellbeing in different contexts and

· Ways of promoting positive health outcomes for individuals, communities and global society.

· Evaluating current trends and issues that impact health and wellbeing

· Reflecting on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

· Advocating for change and considering moral and ethical perspectives.

Content:

Stage 2 Health and Wellbeing consists of the following concepts:

· Health literacy

· Health determinants

· Social equity

· Health promotion

These concepts be explored through the following topics:

· AT1 Sexual health and relationships & Mental Health

· AT2 Life Online/Cyber Safety & Racism and Minority Groups

· AT3 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%

Internal assessment:

AT1 Initiative Tasks (2x) 1500 words written, or 8 minutes for an oral or multimodal presentation.

AT2 Folio Tasks (2x) 1000 words written, or 6 minutes for an oral or multimodal presentation.

External assessment:

AT3 Inquiry investigation is a maximum of 2000 words written, or 10 minutes for an oral or multimodal presentation.

Students conduct an inquiry into a health-related issue of their choosing. They collect primary and secondary evidence and critically analyse trends and issues. They also reflect on their own empathetic connections to the issue and make recommendations.

MATHEMATICAL METHODS

Credits: 20

Learning Area: Mathematics

Are you interested in:

Pursuing tertiary pathways in mathematics, economics, computer sciences and the sciences, as well as courses and careers that may involve the use of statistics, such as health or social sciences.

When Mathematical Methods is studied with Specialist Mathematics, this subject can be a pathway to engineering, physical science and laser physics.

What we study:

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. Functions, their derivatives and integrals are used to mathematically model physical processes, and statistics describe and analyse phenomena that involve uncertainty and variation.

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 (6 tasks)	50%
Mathematical Investigation (1 task)	20%
External assessment	
Examination (130 minutes)	30%

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MEDIA STUDIES

Credits: 20

Learning Area: Business Enterprise and Technology

Are you interested in:

The influence of media on society and interested in creating your own media content? Studying Media Studies develops your media literacy and production skills, allowing you to critically observe media practices, analyse media texts, and produce media products. You will explore the dynamic role of media in both Australian and global contexts, understanding how media shape views of world events, cultural identities, and social norms. Career paths include Media Production, Journalism, Public Relations, Advertising, Film and Television Production, Digital Content Creation, Media Research and Analysis, Cultural Criticism, and Communication Strategy.

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.

MODERN HISTORY

Credits: 20

Learning Area: Business Enterprise and Technology

Are you interested in:

The events and movements that have shaped our world since 1750? Studying Modern History allows you to explore significant changes and developments, examining the ideas that inspired them and their short-term and long-term impacts on societies, systems, and individuals. You will investigate how people, groups, and institutions have challenged political structures, social organization, and economic models to transform societies. By understanding the dynamic processes of imperialism, revolution, and decolonization, you will see how political, economic, social, and cultural systems have been reconfigured. Additionally, you will explore how the recognition of individual and societal rights has created challenges and responses. Career paths include Historical Research, Education, Politics, Journalism, Law, Public Policy, Cultural Heritage Management, International Relations, Archiving and Librarianship, Museum Curation, Non-Profit and Advocacy Work, and Writing and Publishing.

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)	30%

External assessment:

Examination (130 minutes). The examination consists of two parts:

· Modern World

· Sources Analysis

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

MUSIC EXPLORATIONS (PERFORMANCE)

Credits: 20

Learning Area: The Arts

Are you interested In:

Performing music, exploring skills and techniques on an instrument, analysing music, songwriting and working a professional musician.

Content:

Stage 2 Music Explorations (Performance) offers students the chance to enhance their practical performance abilities by delving into various styles, techniques, or influences. Additionally, students will work on improving their aural analysis, composition, and musical literacy skills. This course is designed for those with considerable practical experience on an instrument or in vocal performance, and for students who have completed Stage 1 Music Advanced.

Students complete 3 musical literacy tasks, including a song analysis, live performance review and composition task. Students will explore a chosen style, technique or influence and then perform 8-10 minutes of related but contrasting repertoire on their chosen instrument (or voice) over two summative school-assessed performances. They develop and apply their musical understanding as they explore how others create, present and/or produce music, and experiment in their own performances. Students also present a multimodal commentary, where they 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. Finally, students will perform a further 6-8 minutes of repertoire for their external assessment in a final performance with an accompanying multimodal discussion.

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 (6-8 minutes of repertoire over two summative performances + multimodal commentary)
- One creative connections task (6-8 minutes of new repertoire + multimodal commentary)

MUSIC PERFORMANCE – ENSEMBLE

Credits: 10

Learning Area: The Arts

Are you interested in:

Performing music in a group, developing skills on an instrument in an ensemble setting and working as a musician in a group.

Content:

Students develop and extend their practical music-making skills through performing works in a college 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

· 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.

MUSIC PERFORMANCE – SOLO

Credits: 10

Learning Area: The Arts

Are you interested in:

Performing music as a soloist, developing skills on an instrument and working a professional musician.

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:

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

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

MUSIC STUDIES

Credits: 20

Learning Area: The Arts

Are you interested in:

Understanding music, composing, developing music theory and aural skills, studying music history and genres in context.

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 (130 minutes)	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.

NUTRITION

Credits: 20

Learning Area: Science

Are you interested in:

Nutrition, dietitian, health nutrition, food science, sports science, wellness, health coaching.

What we study:

Study nutrition to understand the role of nutrients in the body, examine social and environmental issues related to nutrition, investigate food production and distribution methods affecting food quality and health, reflect on research work, and consider the role of nutrition in personal and global development, innovation for sustainable food production, and promoting food security.

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 (130 minutes) (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.

OUTDOOR EDUCATION

Credits: 20

Learning Area: Health and Physical Education

Are you interested in:

Airforce or army, Firefighter, Police officer, Park ranger, Recreational management, Environmental Science, Exploration geology, Urban and regional planning, Topographic surveyor, Outdoor ed teacher, freelance instructor.

What we study:

Outdoor skills and journeys with consideration for safety, skill development and the environment management.

· Skills and understanding in preparation and planning for outdoor journeys

· Journey planning and risk management considerations

· Teamwork and practical outdoor skills

· Experience a variety of geographical locations to develop an appreciation of natural environments

· Application of planning and risk- management skills

· Conservation practices and environmental sustainability

· A lifelong connection with nature and a commitment to responsible activity in natural environments.

Content:

Students study all three focus areas:

· Conservation and sustainability

· Human connections with nature

· Personal growth, safety and development

These concepts be explored through the following topics:

· AT1 Brownhill Creek

· AT2 Rock climbing skill development & Bushwalking leadership

· AT3 Personal development in natural environments

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%

Internal assessment:

AT1 About Natural Environments maximum of 1600 words if written, or 10 minutes if oral or multimodal form.

AT2 Experiences in Natural Environments (x2) 1250 words if written, or 7.5 minutes if oral or multimodal

External assessment:

AT3 Connections with Natural Environments

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.

PHILOSOPHY

Credits: 20

Learning Area: Business Enterprise and Technology

Are you interested in:

The fundamental questions about existence, knowledge, and ethics? Studying Philosophy allows you to explore the rational investigation of these questions, examining the diverse views and theories that have shaped human thought and values. Philosophy promotes respect for intellectual integrity and helps you become a creative and independent critical thinker who can articulate and justify philosophical positions. Career paths include Academia, Education, Law, Politics, Journalism, Public Policy, Ethics Consultancy, Writing and Publishing, Counselling, and Research.

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.

PHYSICAL EDUCATION

Credits: 20

Learning Area: Health and Physical Education

Are you interested in:

Physiotherapy, Sports Journalism, Sports coaching, Exercise Physiology, Sportsperson, Fitness instructor, Physical Education teacher, Occupational therapist, Applied sports scientist, Police officer, Firefighter, Dancer, Ambulance officer, Sports and recreation management.

What we study:

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.

These concepts be explored through the following topics:

- AT1 – Diagnostic – Constraints based coaching /dynamic learning theory (Flag Football)

- AT1 – Diagnostic – Feedback and Biomechanics to improve performance (Badminton)
- AT2 – Self Improvement – Touch
- AT3 – Group Dynamics – Fast 5 Netball

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%

Internal assessment

AT1 Diagnostic (2x) are 9 minutes for oral or multimodal presentations, or a maximum of 1500 words. Students participate in one or more physical activities (sports, theme-based games, fitness and recreational activities) to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas, movement concepts and strategies.

AT2 Self Improvement portfolio is 24 minutes for oral or multimodal presentations, or a maximum of 4000 words. A personal journey of improvement with a focus on a school, community-based or individual physical activity. They reflect on their participation and/or performance to identify an aspect of physical activity for improvement. This may include a focus on physiological, biomechanical, and/or skill-development areas related to one or more movement concepts and/ or movement strategies

External assessment:

AT3 - 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.

PHYSICS

Credits: 20

Learning Area: Science

Are you interested in:

Physics, engineering, medical physics, astrophysics, geophysics, quantum mechanics, biomechanics, nuclear physics.

What we study:

Study physics to understand how new evidence such as relativity and the standard model has led to new ideas and innovations, explore the interaction between physics, technology and society, investigate the dynamic nature of physics concepts, and learn how physicists develop solutions to challenges in various real-world 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 (130 minutes)	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.

PSYCHOLOGY

Credits: 20

Learning Area: Science

Are you interested in:

Human behaviour, clinical psychology, forensic psychology, sports psychology, counselling, education.

What we study:

Studying psychology provides valuable insights into behavior and mental processes, enhancing personal development and offering practical applications across diverse life domains through evidence-based methods and critical analysis.

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.

SPECIALIST MATHEMATICS

Credits: 20

Learning Area: Mathematics

Are you interested in:

Pursuing studies in a range of tertiary courses such as mathematical sciences, engineering, computer science, physical sciences, and related fields.

What we study:

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

It extends the studies of functions and calculus that is covered in Mathematical Methods, further develops mathematical skill and knowledge of mathematical modelling as well as developing mathematical arguments and proofs.

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 Tasks (6 tasks)	50%
Mathematical Investigation (1 task)	20%
External assessment	
Examination (130 minutes)	30%

SPORTS SCIENCE AND TECHNOLOGY

Credits: 20

Learning Area: Science

Are you interested in:

Sports science, coaching and training sport, sports nutrition, sport psychology, exercise physiology, biomechanics, physical therapy, sports medicine.

What we study:

Sports Science integrates scientific inquiry and STEM disciplines to study and enhance athletic performance and innovation, fostering creative and collaborative skills through the use of advanced technologies to analyse and improve sport training techniques, skills and strategies.

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.

VISUAL ARTS – ART OR DESIGN

Credits: 20

Learning Area: The Arts

Are you interested in:

Artist, Design, Animator, Illustrator, Art consultant, Cartographer, Educator, Art conservator, Art gallery manager, Art historian, Museum curator, Scriptwriter, Art director, Publisher, Creative writer.

What we study:

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

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 emphasis's 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%

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.

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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.

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PRE-ELITE SPORT: WORKPLACE PRACTICES

Credits: 20

This subject is taught through Marden Senior College (online) and can contribute towards an ATAR. It enables elite athletes/ dancers to gain academic credit for their endeavours. Suitability and qualification for this subject is ultimately decided by Marden but as a guide the student should be performing their sport at a pre-elite level. Eg: SASI athlete, Australian pathway athlete, athlete competing at nationals, athlete involved in a state sporting body pathway eg: Netball SA 17s State team.

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%

UNIVERSITY SUBJECTS

Some universities have a number of undergraduate university subjects that are available to senior secondary school students to complete and gain SACE credits as part of their Scotch curriculum. Scotch College supports University courses that further accelerate student learning in an area identified as a potential career pathway. University subjects operate under an adult learning model, requiring students to have higher levels of independence, organisation and self-direction than is normally expected at Secondary school. This style of learning does not suit everyone, and a student is required to have demonstrated high levels of academic application and relevant subject knowledge prior to applying and being considered for a University subject.

Prerequisites

· Have achieved/ currently achieving in the 'A band' for AIF.
· Have achieved a GPA of 12.8 (A band) throughout Year 11.
· Have a pathway that includes 4x Stage 2 TAS subjects (plus AIF) not including any University subjects.
· Not reliant on university courses to bring them to a minimum 200 SACE credits.
· Are deemed to be highly independent, organised and have an excellent record of submitting work on time at Scotch over the past 24 months, as determined by the students Head of House.
· It is the students first or second university subject.

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

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

Students should indicate they are interested in studying a University subject during the subject selection process and some universities have application processes that are required to be completed prior to the academic year starting (some as early as November the previous year.)

The process for applying to study a University Subject as part of their SACE pathway is as follows:

· Students should book a time to see their careers counsellor who will assess them for eligibility.

· Once this has been approved, the student will meet with the Head of Teaching and Learning for final approval.

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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