



# **St Francis de Sales**

## **COLLEGE**

### **STAGE 2**

### **Curriculum Handbook**

### **2016**





**St Francis de Sales**  
**COLLEGE**

Dear Parents / Caregivers and Students

Welcome to the Senior School Course Selection Program for 2016. This provides information on all Stage 2 courses offered at St Francis de Sales College and other important issues related to study at the senior level.

During their senior years of education, students will be engaged in making serious decisions regarding subject and course selection. It is vital that these decisions are shared by parents, students and staff, each of whom can make important contributions to the process. Decisions about pathways should be made carefully and based on recognition of strengths, interests and career pathways. The Personal Learning Plan undertaken in Year 10 will also enable students to engage with their learning and work options.

There are, however, a number of organisational factors which need to be understood by parents and students during this process.

- Entry to subjects is not automatic and may depend on class size, timetable clashes and student achievement. Consequently, not all subjects offered at this stage will necessarily eventuate, so students are required to select two additional subject alternatives;
- All forms relating to subject selection must be returned by the deadline if they are to receive due consideration;
- Parents and/or caregivers must approve the courses selected and any subsequent changes sought by students.

In 2016, all senior school students will undertake the South Australian Certificate in Education (SACE). The SACE provides flexible opportunities for students to achieve success via a number of pathways, including Vocational Education and Training (VET). Use this booklet as the impetus to discuss subject selections and areas of interest. Refer to school reports for additional information on the levels of achievement your child has reached in their desired learning areas and refer to tertiary entrance requirements for specialist courses and ATAR scores to inform your decision making.

We wish you every success in your research, discussion and ultimate decisions and assure you of the support, assistance and expertise of the College staff in the process.

Yours sincerely

**Pam Ronan**  
Principal



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## Aim of the Handbook

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To provide information about specific Stage 2 subjects offered at St Francis de Sales College and to help students make appropriate subject choices.

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## Selecting Subjects

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### Students should not

- select on the basis of which teacher they think will or will not be teaching a subject. This will not be finalised until later in the year.
- select subjects on the basis of what their friends choose. What is best for one person may not be best for another.

### Instead students should

- give some careful thought to their strengths, interests and identified career pathways
- talk to teachers
- talk to parents/caregivers
- beware of specialising too much; try to keep options open
- think about which subjects have been most interesting or have been most enjoyable
- think about those subjects in which success has been gained.
- consider subjects that are prerequisites for university courses.

Choosing the right subjects is very important and students will be given as much information as possible to help them to choose wisely.

Discussions with the 10-12 Learning Leader and/or the Flexible Learning Coordinator, attendance at the Subject Selection Evening and the Career Information Evening and individual subject counselling will assist in this process. As well, subject teachers can recommend students as suitable for progression to the next level of their subject. Please read the following information carefully so that students meet specific SACE requirements.

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## General Information for Students in 2016

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### What is the SACE?

Students who successfully complete specific educational requirements are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The SACE aims to

ensure that students gain the skills they need for the future, as citizens and in the workplace.

The SACE has been strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE will help students develop the skills and knowledge they need to succeed – whether they are headed for tertiary education, training, and an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 and Stage 2 (normally undertaken in Year 12).

### How do students achieve the SACE?

Students can gain their SACE in the equivalent of two years of full-time study; however, most students spread this over three years. There are two stages:

- Stage 1, which most will undertake in Year 10 and 11,
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns credits towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students will receive a grade from A to E for each subject (A+ to E- at Stage 2). **For compulsory subjects, students will need to achieve a C grade or better.**

The compulsory subjects are:

- Personal Learning Plan - 10 credits
- Literacy – 20 credits from a range of English subjects
- Numeracy – 10 credits from a range of Mathematics subjects
- Research Project – an in-depth major project worth 10 credits (Stage 2)
- Three full year Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board-recognised courses in which a student participates.

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## Vocational Education and Training in the SACE

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### What is VET and how can I do it?

VET stands for Vocational Education and Training, and gives students skills for work, particularly in the trades and industry. The new VET procedures will enable students to include more VET in their SACE studies. These procedures help students to build pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

To complete the SACE, students must achieve 200 SACE credits, 150 of which can be gained through VET. Within these, students must also satisfy the literacy and numeracy requirements of the SACE. The remaining 50 credits are gained by completing the compulsory subjects.

The recognition arrangements for VET in the SACE will include:

- completed qualifications
- partly completed qualifications.

Students can earn 5 SACE credits for successfully completing 35 hours of VET, and 10 SACE credits for 70 hours. The SACE Board will decide whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about Stage 1 and Stage 2.

For more information about VET and to check the VET Recognition Register, visit:

<http://www.sace.sa.edu.au/subjects/recognised-learning>

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## Vocational Education and Training (VET)

Vocational Education teaches young people about the world of work. At St Francis de Sales College we offer this opportunity to students in several ways including:

- Workplace Practices at Stage 1 and Stage 2
- providing senior school students the opportunity to complete Certificate 1, 2 or 3 courses with industry specific related skills
- giving students an opportunity to explore one or more possible career directions while still at College.

VET combines 'off job' training at College/TAFE/or with a training organisation (RTO) and 'on job' training done in the workplace. This means that students demonstrate knowledge and skills they have learned at College/TAFE/RTO in a real work setting. Competencies (skills and knowledge) they have learned are checked off in the workplace in a log book.

VET is nationally recognised. The skills students achieve are industry recognised units of competency – qualifications from nationally endorsed training packages.

### Australian School Based Apprenticeships (ASBA)

As part of their SACE program students can take part in Traineeships or School Based Apprenticeships. They are employed part time whilst being enrolled as a full time College student. They attend College part time (3 to 4 days per week), attend paid work part time (a minimum of 8 hours per week

usually 1 day per week and attend formal learning (i.e. TAFE/RTO) usually 1 day per week.

ASBA are available in industry areas such as Retail, Hospitality, Automotive and Hairdressing.

Students with an interest in these areas should speak to the Flexible Learning Coordinator at the College.

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## Community Learning in the SACE

### What is Community Learning?

Students are able to earn SACE credits for community learning in two ways – Community-Developed Programs and Self-Directed Community Learning.

Community-Developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh Award and the SA Country Fire Service. Program details are updated as new information becomes available.

Self-Directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

For more information on community learning, visit:

<http://www.sace.sa.edu.au/subjects/recognised-learning/community-learning/community-learning>



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# University and TAFE Entry Requirements for students completing SACE in 2016

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## University Entry

There are three universities in South Australia

- Flinders University
- The University of Adelaide
- The University of South Australia.

Entrance to the various courses at the three universities is processed by SATAC (South Australian Tertiary Admission Centre).

In Term 3, Year 12 students will be issued with a prospectus from the respective tertiary institutions and a University SATAC guide. Year 10 and 11 students will be issued with the SATAC Tertiary Entrance booklet.

Tertiary entrance requirements are now quite complex and we encourage students and parents to contact the relevant university or universities for their particular requirements. However, the SATAC Tertiary Entrance booklet provides a list of all University courses that have prerequisites or assumed knowledge criteria to ensure students select appropriate subjects in the Senior years.

The following is an outline of the general entry requirements to university courses for students completing Stage 2 (SACE):

- must achieve the requirements of the SACE (completing appropriate number of units and to the required standards)
- obtain a competitive Australian Tertiary Admission Rank (ATAR)
- gained 90 Stage 2 credits, including at least three 20-credit Stage 2 subjects, approved by universities for tertiary entrance
- meet any prerequisite subject requirements for the program/course.

## What is the Australian Tertiary Admission Rank? (ATAR)

- A measure of how your overall achievement in the SACE compared to other students
- Used by universities to select school leavers for a place in university courses
- Ranges from 0 to 99.95
- The ATAR is calculated, based on the aggregate score which is calculated by:
  - using results from three full-year Tertiary Admissions Subjects (TAS) plus,
  - results from a fourth full-year Tertiary Admissions Subject or other studies recognised by the SACE Board and universities e.g. two 10 credit courses including the Research Project.

## TAFE Entry

- TAFE will continue recognising completion of the SACE as an entry requirement for most courses
- TAFE also recognises a range of other qualifications in the entry and selection process.

## What is the TAFE Selection Score?

- For Certificate III level courses and higher you must achieve the SACE and obtain a TAFE Selection Score.
- To obtain a TAFE Selection Score, you must:
  - have completed 60 credits at Stage 2, 40 of which must be from tertiary admissions subjects (TAS) and a maximum of 20 credits from other recognised subjects
  - comply with the rules regarding subject combinations.

## Want to know more about further study?

- Full details on university and TAFE entry requirements for 2016 onward will be in the Tertiary Entrance Booklet.
- The booklet is published by the South Australian Tertiary Admissions Centre (SATAC), and given to schools every year. <http://satac.edu.au> for more information.

Further details about selection processes in TAFE SA may be obtained from the relevant TAFE campuses or the TAFE SA Information Centre.

## **TAFE SA Information Centre**

120 Currie St  
ADELAIDE SA 5000  
Ph: (08) 1800 882661  
[www.tafesa.edu.au](http://www.tafesa.edu.au)

## **Flinders University of SA**

The Admissions Office  
GPO Box 2100  
ADELAIDE SA 5001  
Ph: (08) 8201 3911  
[www.flinders.edu.au](http://www.flinders.edu.au)

## **The University of Adelaide**

Student Information Office  
Student Administration Branch  
North Terrace  
ADELAIDE SA 5001  
Ph: (08) 8313 5208 / Freecall: 1800 061 459  
<http://www.adelaide.edu.au/>

## **The University of SA**

Program Information Centre  
GPO Box 2471  
ADELAIDE SA 5001  
Ph: (08) 8302 6611  
[www.unisa.edu.au](http://www.unisa.edu.au)

## **SACE**

60 Greenhill Road  
WAYVILLE SA 5034  
Ph: (08) 8372 7400  
[www.sace.sa.edu.au](http://www.sace.sa.edu.au)

## **Centrelink Career Information**

[www.centrelink.gov.au](http://www.centrelink.gov.au)

## **SATAC**

104 Frome St  
ADELAIDE SA 5000  
Ph: (08) 8224 4000 /1300 138 440  
<http://satac.edu.au>

It is important for students and parents to discuss selection criteria with the relevant tertiary institution and careers counsellors, to gain accurate information about appropriate courses of study.

## **SACE Course Planner**

Students are encouraged to download a course planner for the new SACE at the SACE Board website. Follow the link below to find it. (Attached on next page)

[http://www.sace.sa.edu.au/c/document\\_library/get\\_file?uuid=f0fab40c-4728-436e-ac66-4ebccd9c48d2&groupId=10336](http://www.sace.sa.edu.au/c/document_library/get_file?uuid=f0fab40c-4728-436e-ac66-4ebccd9c48d2&groupId=10336)

## **Students with disabilities**

The SACE offers a range of modified subjects to provide opportunities for students with disabilities to demonstrate their learning. Modified subjects are intended for students who have any of the following:

- severe multiple disabilities
- moderate to profound intellectual disability
- mild intellectual disability.

Modified subjects are currently available for Stage 1 and may be available upon request for Stage 2.

## **Interstate, overseas and adult students**

SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students. For more information about meeting the Stage 1 compulsory requirements, visit:

<http://www.sace.sa.edu.au/the-sace/students-families>

## **Students Online**

Students Online is a one-stop-shop for information about an individual student's SACE. It can help students:

- plan their SACE and look at different subject, or subject and course, combinations
- check their progress towards completing their SACE
- access their results.

Students can log in to Students Online using their SACE registration number and pin at:

<http://www.sace.sa.edu.au/students-online>

## **Further information**

Visit the SACE Board website at [www.sace.sa.edu.au](http://www.sace.sa.edu.au) for more information about the SACE.

## SACE Planner



SACE  
Board of SA

**Personal Learning Plan = 10 credits**

**Credits**

10

**Literacy = 20 credits**

*Choose from a range of English subjects or courses*



Subtotal 10



**Numeracy = 10 credits**

*Choose from a range of mathematics subjects or courses*



Subtotal 30

**Stage 2 subjects or courses = 60 credits**

*Choose from a range of Stage 2 subjects and courses*













**Research Project = 10 credits**

10

**Additional choices = 90 credits**

*Choose from a range of Stage 1 and Stage 2 subjects and courses*










Subtotal 70









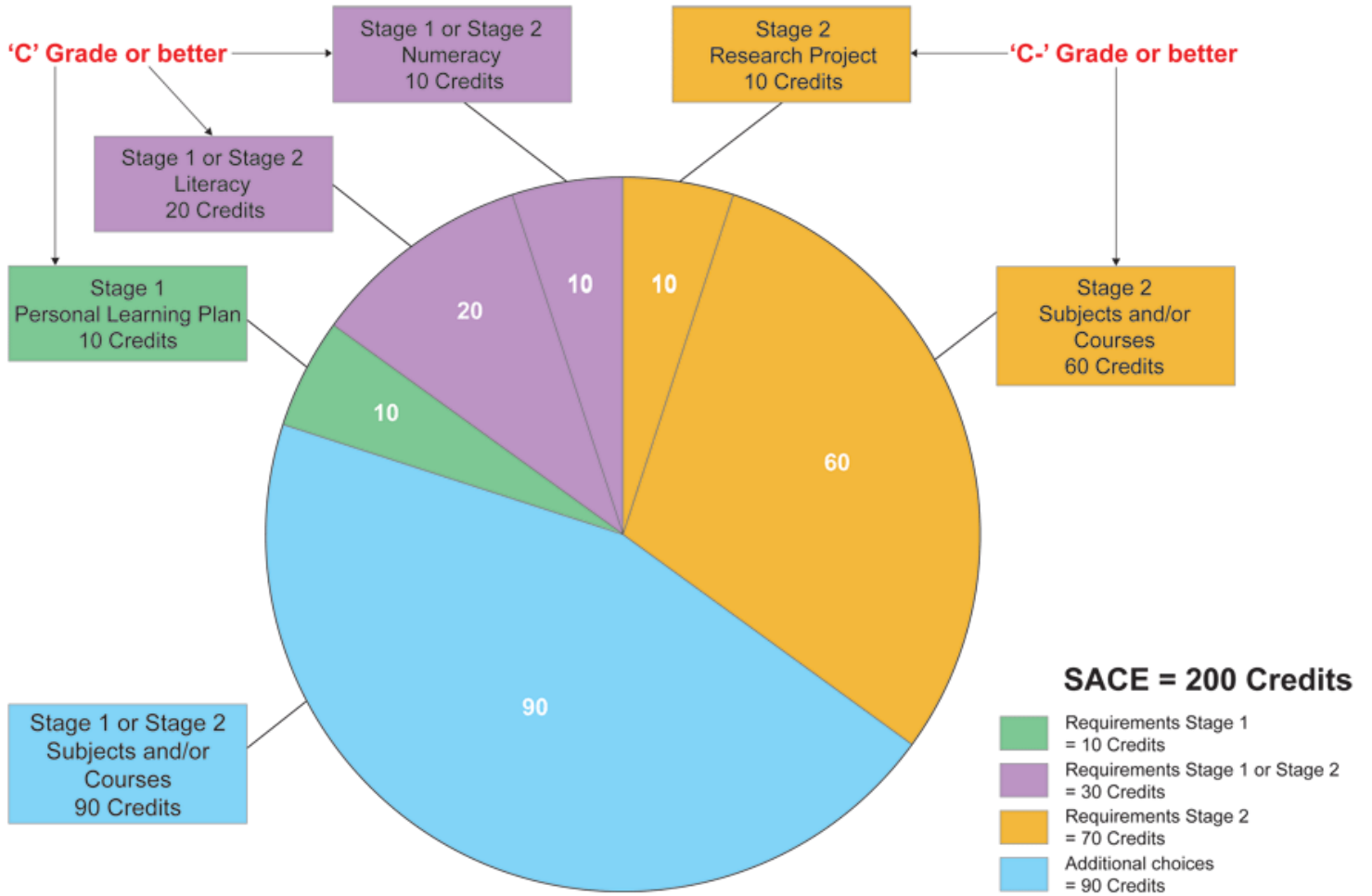

Subtotal 90

**To gain the SACE, you must earn 200 credits**

**Total 200**

<span style="color: green;">■</span> Compulsory Stage 1	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE
<span style="color: purple;">■</span> Compulsory Stage 1 and/or Stage 2	
<span style="color: orange;">■</span> Compulsory Stage 2	
<span style="color: blue;">■</span> Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected

# SACE Credits



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# Stage 2 Subject Offerings

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## Stage 2 Biology

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**Length** Two Semesters: 20 Credits

### What do you need?

Satisfactory completion of Stage 1 Biology (ideally 2 semesters of Biology)

### Learning Requirements:

In this subject students are expected to:

1. Identify and formulate questions, hypotheses, concepts, and purposes that guide scientific investigations
2. Design and conduct collaborative and individual scientific investigations
3. Use technology and numeracy skills to represent, analyse, interpret, and evaluate scientific investigations
4. Select and critically evaluate scientific evidence from different sources and present informed conclusions or personal views on social, ethical, and environmental issues
5. Communicate their knowledge and understanding of scientific concepts, using scientific literacy skills
6. Demonstrate and apply scientific knowledge and understanding to a range of contexts and problems, including by providing alternative explanations and proposing solutions.

### Learning concepts:

Stage 2 Biology is undertaken as a 20 credit subject designed to provide a good general introduction to Biology at tertiary level. There are four topics; Macromolecules, Cells, Organisms and Ecosystems. Students also develop skills and understanding in the design of experiments, manipulation of apparatus and evaluation of experimental data.

### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Biology:

Assessment Type 1: Investigations Folio (40%) (Issues investigation and 3 Practical Investigations, including one which is designed by the student)

Assessment Type 2: Skills & Applications Task (30%) (4 topic tests)

Assessment Type 3: External Examination (30%) (This exam is externally assessed and covers all content taught during the year)

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## Stage 2 Business and Enterprise

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**Length** Two Semesters: 20 Credits

### What do you need?

An interest in the world of business and the skills to apply knowledge to situations within the real world.

### Learning Requirements:

The learning requirements summarize the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

1. Understand the nature, role, and structure of business and enterprise, locally, nationally, and globally
2. Understand the relationship between business theory and practice, and recognize and explain the conventions that apply in small business
3. Communicate in ways that are suitable for the business environment and for the purpose and audience, including by the appropriate use of information and communication technologies
4. Apply relevant business ideas and concepts such as business planning, product development, financial management, and marketing
5. Assess current trends, opportunities, and issues that have an impact on business and enterprise
6. Evaluate the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts.

### Learning concepts:

Business and Enterprise is about the organisation, production and distribution of goods and services. The subject seeks to provide students with the knowledge and skills to participate effectively in the business environment.

Business and Enterprise enables students to develop an understanding of business and enterprise cultures and technological systems as they operate in and affect the global environment. Students have the opportunity to engage with innovations and ideas, as well as to reflect on current issues in business and enterprise and to make informed decisions. They also make and evaluate decisions about the allocation and management of resources to develop

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## Stage 2 Business and Enterprise (continued)

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solutions that meet the needs of individuals, organisations, and communities. Students evaluate the impacts and effects of business, enterprises and technology on the economy and the environment and on wellbeing and lifestyles of individuals and communities.

Students undertake the core topic 'The Business Environment' and two option topics negotiated with the teacher and selected from

- people, business, and work
- business and the global environment
- business and finance
- business, law, and government
- business and technology
- business and marketing
- business research task/practical application.

### Assessments:

Business Studies has a school-based assessment component (70%) and an external assessment component (30%). The school-based assessment consists of folio (30%), practical (20%), issues study (20%)

The external assessment comprises:

- report (30%).

Assessments include:

- objective, short-answer, stimulus, and/or extended-writing questions
- market research activities
- development of questionnaires
- written reports, essays and test
- collaborative activities
- workplace investigations
- interviews

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## Stage 2 Chemistry

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**Length** Two Semesters: 20 Credits

### What do you need?

Satisfactory completion of both Stage 1 Chemistry in semester 1 and 2 is advantageous.

### Learning Requirements:

In this subject students are expected to:

1. Demonstrate and apply knowledge and understanding of chemical concepts and interrelationships
2. Formulate questions, manipulate apparatus, and record observations in practical chemical activities, and design and undertake chemistry investigations
3. Demonstrate an understanding of how knowledge of chemistry can be used to draw informed conclusions or make informed decisions, taking into account social and environmental contexts
4. Develop possible solutions to a variety of problems in chemistry, in new or familiar contexts
5. Critically analyse and evaluate chemical information and procedures from different sources
6. Communicate in a variety of forms, using appropriate chemical terms and conventions.

### Learning concepts:

Stage 2 Chemistry is a 20-credit subject in which the topics are prescribed. These topics include Elemental and Environmental Chemistry, Analytical Techniques, Using and Controlling Reactions, Organic and Biological Chemistry and Materials.

The subject is organised so that each intended student learning is related to a key idea or concept. Within the study of these chemical ideas and concepts, students develop their chemistry investigation skills through practical investigations and other learning activities.

### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Chemistry

*School Assessment (70%)*

Assessment Type 1: Investigations Folio (40%) – An Issue Investigation and 3 practical reports

Assessment Type 2: Skills and Applications Tasks (30%) – 5 topic tests

*External Assessment (30%)*

Assessment Type 3: Examination (30%).

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## Stage 2 Child Studies

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**Length** Two Semesters: 20 Credits

### What do you need?

It is an advantage to have completed Home Economics in Year 7-9 and Stage 1 Child Studies subjects.

### Possible Pathways

Stage 2 Child Studies provides a pathway to a range of tertiary courses at both TAFE and University level. These may include social work, psychology, early childhood education, childcare, nursing, education, health services and community services.

### Learning Requirements:

In this subject, students are expected to:

1. Apply knowledge and problem-solving skills to practical activities and concepts related to the study of children and their development from conception to 8 years
2. Apply management, organisational, and problem-solving skills that demonstrate an understanding of issues related to the health and well-being of children
3. Make and justify decisions about issues related to child development
4. Select and use appropriate technology to prepare learning activities for children in a culturally diverse society
5. Investigate, critically analyse, and evaluate contemporary trends and/or issues related to the health and well-being of children
6. Work individually and collaboratively to support the health and well-being of children, and evaluate processes and outcomes
7. Evaluate the impact of technology on the health and well-being of children

### Learning Concepts:

Stage 2 Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management and practical skills.

Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others, their intellectual, emotional, social and physical growth, cultural, familial and socio-economics circumstances and educational opportunities. These aspects of childhood will be examined in this subject.

### Assessments:

#### School-Based Assessment

Assessment Type 1 – Practical Activity (50%) Students undertake four Practical Activities.

Assessment Type 2 – Group Activity (20%) Students undertake two Group Activities.

#### External Assessment

Assessment Type 3 – Investigation (30%) Students undertake one Investigation. The investigation is presented in written form of 2,000 words.

Students may need to participate in activities outside school hours to complete this subject

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## Stage 2 Community Studies

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**Length** Two Semesters: 20 Credits

### What do you need?

Students should want to gain more experience of a chosen area of interest through a teacher guided, student designed work contract.

### What else?

Students must make use of the wider community throughout their contract of work. Students will have to spend time away from College on their own.

This subject may be helpful in developing self-confidence and organisational skills of benefit to their studies in other subjects or in later years.

### Stage 2 Community Studies will not contribute to a student's calculated ATAR score

### Learning Requirements:

1. Negotiate, plan, and make decisions about a community activity, and develop challenging and achievable individual goals for the contract of work
2. Identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development
3. Work individually and with others
4. Locate, select, organise, and use ideas, resources, and information
5. Learn in a range of settings, including the school and the local or wider community
6. Take practical action in the community
7. Seek feedback from the community
8. Present the activity to the community
9. Evaluate and reflect on the completion of the contract, the feedback received, and their own learning.

### Learning concepts:

An identifying feature of Community Studies is the autonomy it provides students in deciding the focus and direction of their community activity. Students expand and enhance their skills and understanding in a guided and supported learning program by beginning from a point of personal interest, skill, or knowledge, and setting challenging and achievable goals in a community activity. Students develop their ability to work independently and to apply their knowledge and skills in practical ways in their communities.

### Assessments:

Community Studies has a school-based assessment component (70%) and an external assessment component (30%).



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## Stage 2 Design and Technology – Material Products – Woodwork

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**Length** Two Semesters: 20 Credits

### What do you need?

An interest and/or prior experience in designing and making in a workshop environment. Ideally completion of Stage 1- That's Entertainment.

### Learning Requirements:

In this subject students are expected to:

1. Investigate and critically analyse the purpose, design concepts, processes, and production techniques of existing products or systems
2. Create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge
3. Investigate, analyse, and use the differing functional characteristics and properties of materials, components, processes, and equipment to create products or systems safely
4. Use the design process to select materials, components, processes, techniques, and equipment, to develop and implement solutions and ideas for products or systems
5. Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities
6. Evaluate product or system development and outcome, and reflect on technological ideas and procedures used, with reference to the design brief
7. Analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

### Learning concepts:

Stage 2 Material Products is undertaken as a 20 credit subject, which involves some choice in the designing, planning and manufacture of an item of furniture. There are hands on practical learning activities in a skills task that utilises static machinery such as a panel saw, radial arm saw, dowel borer and various hand tools. These skills equip students with the necessary abilities to carry out procedures to realise their chosen product. A Materials Investigation is conducted which involves destruction testing of joints and adhesives. The data is used in a report that suggests suitable choices for the Major Product. The Folio, Investigation, Planning and Evaluation is based on analysis of existing products and documentation of the planning process.

### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Material Products -

Assessment Type 1: 20% Skills and Application Tasks:

- Produce a various timber and board product joints
- Finishing skills task utilising various techniques
- Materials Investigation of joints and adhesives

Assessment Type 2: 30% Folio –

- Investigation, Planning and Evaluation of the Major Product. Includes an issues analysis

Assessment Type 3: 50% Product –

- Manufacture of the Major Product designed in the Folio
- Manufacture of a Minor Product.

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## Stage 2 Design and Technology – Communication Products – Photography

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**Length** Two Semesters: 20 Credits

### What do you need?

You need to have an interest in photography or have an artistic nature. You need to be self-motivated as most of the work is of an individual nature with little group work involved. Stage 1 Photography, especially Image Manipulation is an advantage.

### Learning Requirements:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. Investigate and critically analyse the purpose, design concepts, processes, and production techniques of existing products or systems
2. Create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge
3. Investigate, analyse, and use the differing functional characteristics and properties of materials, components, processes, and equipment to create products or systems safely
4. Use the design process to select materials, components, processes, techniques, and equipment, to develop and implement solutions and ideas for products or systems
5. Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities
6. Evaluate product or system development and outcome, and reflect on technological ideas and procedures used, with reference to the design brief
7. Analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

### Learning Concepts:

Communication Products is undertaken as a 20 credit subject which involves students producing outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media. Students will investigate and critique many aspects of technological processes and systems in relation to the wider community and industrial practice. They develop a range of investigative techniques and strategies to enable them to engage effectively in designing and producing solutions to technological problems.

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## Stage 2 Design and Technology – Communication Products – Photography (continued)

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The majority of the work revolves around the production of digital images, with photographs taken using a digital camera and then digitally enhanced through 'Adobe Photoshop'. Theory work is based around technologies associated with digital imaging.

This is very much a practical course with students producing many A4 photographic images. Students spend the majority of their lessons in the well-equipped computer room where they observe demonstrations and participate in discussions. Individual instruction is also given during these lessons.

### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Communication Products.

Assessment Type 1: Skills & Application Tasks (20%).

- Camera Applications
- Capturing and Editing Images
- Materials Investigation

Assessment Type 2: Product (50%)

- Minor Product
- Major Product

Assessment Type 3: Folio (30%)

- Documentation and analysis folio
- Product Evaluation

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## Stage 2 Drama

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**Length** Two Semesters: 20 Credits

### What do you need?

It is preferred that students have studied two units of Drama over Stage 1, however, capable and motivated students who have not previously studied Drama can perform well in this subject. Students should enjoy talking and performing in front of others and be willing to work hard and be challenged.

### Learning Requirements:

In this subject, students are expected to:

1. demonstrate and explain skills and techniques related to on-stage roles and/or off-stage roles
2. work both independently and collaboratively to conceive, create, develop, interpret, and express dramatic works
3. demonstrate and communicate knowledge and understanding of the theories, skills, techniques, and technologies of drama
4. respond to performed drama and dramatic texts in a reflective manner
5. demonstrate knowledge and understanding of a range of dramatic roles, their interdependence, and their impact on an audience
6. select, analyse, and interpret information, concepts, and ideas for dramatic purposes
7. communicate dramatic ideas to an audience through a variety of forms and methods.

### Learning concepts

Stage 2 Drama is a dynamic, collaborative subject, stemming from experimentation that involves intuition and analysis. Students analyse texts and other materials, performances, and their own learning. Drama enables students to acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in the validity of their own ideas.

### Assessments:

Drama will focus on both written and practical based activities which incorporate the following four components:

School Assessment (70%)

- Assessment Type 1: Group Presentation (20%)
- Assessment Type 2: Folio (30%)
- Assessment Type 3: Interpretative Study (20%)

External Assessment (30%)

- Assessment Type 4: Performance (30%).

***NB - Some out of school hours rehearsing will be required to complete this subject***

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## Stage 2 English Communications

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**Length** Two Semesters: 20 Credits

### What do you need?

An interest in writing and producing texts creatively, responding to texts analytically and participating in Oral Presentation.

### Learning Requirements:

In this subject students are expected to:

1. demonstrate clear and accurate communication skills through reading, viewing, writing, listening, speaking, and using a range of ICTs.
2. Analyse the relationship between audience, purpose, and form in a range of communication modes across a number of contexts
3. Display knowledge and understanding of the stylistic features and conventions of texts and the ways in which the language in texts is used to represent ideas, relationships, values, and interests
4. Clarify and articulate their own ideas and values through critical engagement with texts and language
5. Compose and evaluate texts to demonstrate understanding of the conventions of a variety of textual forms and the purposes for which texts may be used.

### Learning Concepts:

Stage 2 English Communications is designed to develop student's knowledge of sociocultural, political, and situational influences on the construction and interpretation of texts.

Students learn to recognise the conventions of different text types for different purposes, audiences, and contexts. Students consider the powerful role that language plays in communication between individuals, groups, and organisations. Students come to appreciate that clear and effective writing and speaking should display a depth of understanding, engagement and imagination for a range of purposes, audiences, and contexts.

Furthermore students learn that the complex language demands of the workplace, further study, and personal development require them to constantly extend their range of language skills. The tasks students complete will enable them to articulate their own ideas and values through critical engagement with texts and language.

### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 2 English Communications:

Assessment Type 1: Text Analysis (20%)

Assessment Type 2: Text Production (20%)

Assessment Type 3: Communication Study (30%)

Assessment Type 4: External Assessment: Folio Study (30%)

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## Stage 2 English Studies

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**Length** Two Semesters: 20 Credits

### What do you need?

This course suits students who enjoy reading and are prepared to discuss their personal response to the set texts and then go on to compose a formal and scholarly written response in the form of an essay. Whilst it has a strong academic focus the Text Production tasks invite and encourage creative responses.

### Learning Requirements:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. Analyse texts, demonstrating depth of understanding through the identification of the structural, conventional, and stylistic features used by authors
2. Understand that the interpretation of texts is influenced by the interplay between what the author presents in the text, the context in which the text was generated, and what the reader, viewer, or listener brings to the text
3. Compare and contrast the ways in which texts are constructed
4. Use evidence to develop and support critical reasoning in the form of sustained argument
5. Compose texts that engage the reader, viewer, or listener
6. Express ideas clearly and accurately in a range of appropriate forms.

### Learning Concepts:

English Studies focuses on the skills and strategies of critical thinking needed to interpret texts. You will encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view and learn to construct logical and convincing arguments. The English Studies course content is topical, engaging and challenging. Literary texts are chosen with the intention of encouraging students to consider and confront the social values and paradigms at the core of the texts and to present students with the opportunity to analyse the author's use of technique to develop the ideas.

### How is it assessed?

School Based Assessment	70%
External Assessment	30%

There are four types of assessment in this course:

**Shared Studies** 30%

- Study of two single texts
- Study of paired texts
- Study of poetry
- Critical reading of short texts

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## Stage 2 English Studies (continued)

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### Text Production Study

20%

- Two written texts
- Two oral texts

### Individual Study

20%

- Critical essay 2000 words

### External Assessment

- Examination

30%

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## Stage 2 Food and Hospitality

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### Length

Two Semesters: 20 Credits

### What do you need?

It is an advantage to have completed Home Economics in Years 7-9 and Stage 1 Food and Hospitality subjects.

### Possible Pathways

Stage 2 Food and Hospitality provides a pathway to a range of tertiary course at both the TAFE and University level. These may include food processing, hospitality, food technology, food photography and styling and hospitality management.

### Learning Requirements:

In this subject, students are expected to:

1. Apply knowledge and problem-solving skills to practical activities in food and hospitality and to evaluate processes and outcomes
2. Apply management, organisational, and problem-solving skills that demonstrate an understanding of contemporary issues in the food and hospitality industry
3. Make and justify decisions about issues related to food and hospitality
4. Select and use appropriate technology to prepare and serve food, applying safe food-handling practices
5. Investigate, critically analyse, and evaluate contemporary trends and/or issues related to food and hospitality
6. Work individually and collaboratively to prepare and present activities that support healthy eating practices
7. Evaluate the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry

### Learning Concepts:

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, socio-cultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

### Assessments:

#### School-Based Assessment

**Assessment Type 1 – Practical Activity (50%)** Students undertake four Practical Activities.

**Assessment Type 2 – Group Activity (20%)** Students undertake two Group Activities.

#### External Assessment

**Assessment Type 3 – Investigation (30%)** Students undertake one Investigation. The Investigation is presented in written form of 2,000 words.

Students may need to participate in activities outside school hours to complete this subject, for example catering activities

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## Stage 2 Japanese

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**Length** Two Semesters: 20 Credits

### What do you need?

Successful completion of 20 credits Stage 1 Japanese or equivalent knowledge from some other prior learning context as determined by an entrance test.

### Learning Requirements:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

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

1. Interact with others to exchange information, ideas, opinions, and experiences in [Language]
2. Create texts in [Language] to express information, feelings, ideas, and opinions
3. Analyse texts that are in [Language] to interpret meaning
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

### Learning concepts:

Stage 2 Japanese is designed to consolidate the skills acquired in earlier years of the study of Japanese and further develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of Japanese language and culture in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. Students will also strengthen four macro skills of reading, writing, listening and speaking skills across a range of topics.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

- interacting with others to exchange information, ideas, opinions, and experiences in Japanese;
- creating texts in Japanese for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions;
- analysing a range of texts in Japanese to interpret meaning;
- examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

### Assessments:

#### School – based assessment (70%)

- Assessment type 1: Folio (50%)
  - Interaction - Text Production - Text Analysis
- Assessment type 2: In-Depth Study (20%)
  - Presentation, Written Responses in English and Japanese.

#### External Assessment (30%)

- Written Exam – Reading and Responding, Writing, Listening and Responding.
- Oral Exam – Conversation and IDS discussion

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## Stage 2 Legal Studies

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**Length** Two Semesters: 20 Credits

### What do you need?

Whilst there are no formal pre-requisites, successful completion of Stage 1 Legal Studies is desirable

### Learning Requirements:

In this subject students are expected to:

1. Display knowledge and understanding of the influences that have shaped the Australian legal system
2. Know, understand, and analyse legal principles, processes, and structures
3. Recognise ways in which the Australian legal system responds to diverse groups in the community
4. Demonstrate civic literacy through inquiry into the legal system
5. Analyse the Australian legal, constitutional, and justice systems
6. Communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.

### Learning Concepts:

Stage 2 Legal Studies is undertaken as a 20 credit subject which involves the study of the following four topics:

- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law-making
- Topic 4: Justice Systems

A study of the four topics provides an exploration of the Australian legal system from the local level to its global connections. Students examine the key concepts of parliamentary democracy, constitutional government, and participation. Central to this understanding is the concept that law-making and dispute resolution are social forces that can affect individuals or groups, generate social, economic, or technological change, and cause conflict or inequity within society. Students critically analyse the Australian legal system and explore the different legal perspectives and priorities held by diverse cultural and interest groups. This includes the extent to which the legal system influences and is influenced by the indigenous peoples of Australia. The role and influence of the individual in shaping the Australian legal system are explored. Students should be encouraged to seek information from a variety of sources, including the media, government bodies, community groups, and legal bodies, and through participation with, and visits to, relevant locations and organisations

### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Legal Studies

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Inquiry (20%)
- Assessment Type 3: External Examination (30%)

In addition, the assessment also includes a semester examination.

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## Stage 2 Mathematical Applications

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**Length** Two Semesters: 20 Credits

### What do you need?

Need to have achieved passing grades in Stage 1 Mathematics (It is preferable that students have completed Stage 1 Mathematics Applications although this is not essential)

### Learning Requirements:

In this subject students are expected to:

1. Understand mathematical concepts and relationships
2. Identify, collect, and organise mathematical information relevant to investigating and finding solutions to questions/problems taken from social, scientific, economic, or historical contexts
3. Recognise and apply the mathematical techniques needed when analysing and finding a solution to a question/problem in context
4. Make informed use of electronic technology to provide numerical results and graphical representations
5. Interpret results, draw conclusions, and reflect on the reasonableness of these in the context of the question/problem
6. Communicate mathematical ideas and reasoning, using appropriate language and representations
7. Work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

### Learning concepts:

Stage 2 Mathematical Applications is undertaken as a 20 credit, two semester subject which involves the study of:

#### Semester 1:

- Matrices
  - Subtopic 4.1: Using Matrices to Organise Information — Costing and Stock Management
  - Subtopic 4.2: Application of Matrices to Network Problems
  - Subtopic 4.3: Transition Matrices
- Statistics and working with data
  - Subtopic 7.1: Sampling from Populations
  - Subtopic 7.2: Analysis and Representation of Sets of Data
  - Subtopic 7.3: Normal Distributions
  - Subtopic 7.4: Linear Correlation

#### Semester 2:

- Applied Geometry.
  - Subtopic 1.1: Measurement and Scale
  - Subtopic 1.2: Calculation from Measurement
- Financial Mathematics (Investment and Loans)
  - Subtopic 2.1: Savings and Investments
  - Subtopic 2.2: Loans and Debt

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## Stage 2 Mathematical Applications (continued)

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### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Mathematical Applications:

Assessment Type 1: Folio Tasks (40%)

Assessment Type 2: Skills Assessment Tasks: Tests (30%)

In addition, the assessment also includes an external SACE examination that is weighted at 30% of the course.

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## Stage 2 Specialist Mathematics

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**Length** Two Semesters: 20 Credits .

### What do you need?

Students need to successfully complete both semester 1 and 2 of Stage 1 Specialist Mathematics. Students need to have strong foundations in algebraic manipulation and have a preparedness to work at challenging problems.

### Prerequisite Information

- Stage 1 Specialist Mathematics semesters 1 and 2 are the prerequisite for Stage 2 Specialist Mathematics.
- Stage 2 Mathematical Studies Semesters needs to be undertaken concurrently with Stage 2 Specialist Mathematics.

### Learning Requirements:

In this subject, students are expected to:

1. Understand fundamental mathematical concepts, demonstrate mathematical skills, and apply mathematical procedures in routine and non-routine contexts
2. Practise mathematics by analysing data and any other relevant information elicited from the study of situations taken from social, scientific, economic, or historical contexts
3. Think mathematically through inquiry, evaluation, and proof
4. Make informed and critical use of electronic technology to provide numerical results and graphical representations, and to refine and extend mathematical knowledge
5. Communicate mathematically and present mathematical information in a variety of ways
6. Work both individually and cooperatively in planning, organising, and carrying out mathematical activities.

### Learning Concepts:

Stage 2 Specialist Mathematics is a 20 units subject which involves the study of:

- Trigonometry
- Complex Numbers
- Real Polynomials
- 3D Vector Geometry
- Deductive Proof
- Calculus
- Trigonometric Calculus
- Differential Equations
- Systems of Differential Equations

### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Specialist Mathematics:

#### *School Assessment (70%)*

- Assessment Type 1: Folio Tasks (25%) .
- Assessment Type 2: Skills Assessment Tasks: Tests (45%)

#### *External Assessment (30%)*

- Assessment Type 3: Examination

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## Stage 2 Mathematical Studies

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**Length** Two Semesters: 20 Credits

### What do you need?

Students need to achieve a B grade or better in both semester 1 and 2 of Stage 1 Mathematical Studies.

Students need to have strong foundations in algebraic manipulation and have a preparedness to work at challenging problems.

### Prerequisite Information

- Stage 1 Mathematical Studies semesters 1 and 2 are a prerequisite for Stage 1 Specialist Mathematics and also Stage 2 Specialist Mathematics.
- Stage 1 Mathematical Studies semesters 1 and 2 are a prerequisite for Stage 2 Mathematical Studies.

### Learning Requirements:

In this subject, students are expected to:

1. Understand fundamental mathematical concepts, demonstrate mathematical skills, and apply routine mathematical procedures
2. Use mathematics as a tool to analyse data and other information elicited from the study of situations taken from social, scientific, economic, or historical contexts
3. Think mathematically by posing questions/problems, making and testing conjectures, and looking for reasons that explain the results
4. Make informed and critical use of electronic technology to provide numerical results and graphical representations
5. Communicate mathematically and present mathematical information in a variety of ways
6. Work both individually and cooperatively in planning, organising, and carrying out mathematical activities.

### Learning concepts:

Stage 2 Mathematical Studies is a 20-credit subject that consists of the following three topics:

- Topic 1: Working with Statistics
- Topic 2: Working with Functions and Graphs Using Calculus
- Topic 3: Working with Linear Equations and Matrices.

Each topic consists of a number of subtopics.

### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Mathematical Studies:

Assessment Type 1: Folio Tasks (25%) .

Assessment Type 2: Skills Assessment Tasks: Tests (45%)

End of year external examination: (30%)

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## Stage 2 Media Studies

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**Length** Two Semesters: 20 Credits

### What do you need?

This course is appropriate for any student who is interested in Media and Film. In particular it focuses on the conventions used to communicate with audiences, the organisations that produce and distribute media texts, the audiences that consume these and how information is selected and structured to portray and represent people, groups and events. The course requires sound writing ability, the capacity to be creative, the openness to assess and analyse and the willingness to explore the technical elements of filming and editing.

### Learning Requirements:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. Communicate informed responses to local, national, and global media issues
2. Research and analyse media texts and contexts
3. Analyse the ways in which societies are represented by media
4. Analyse their own and others' interactions with media
5. Reflect on aspects of the dynamics of the media industry
6. Apply knowledge of forms, contents, contexts, and audiences to design and produce creative, practical media texts.

### Learning concepts:

In this course students study 3 topics. They look initially at advertising and its role in the print medium in informing, leading and responding to leading patterns in society and culture. Students then study two film genres *Documentary* and *Cult Film* in determining the nuances of these genres, immersing themselves in film and review of them and articulating an understanding of their structural features, characterisation, narrative structure and social impact. Students are required to analyse through essays and demonstrate an ability to replicate their features through creation of an advertising campaign and the planning, filming and production of a *Documentary* and *Cult Film*.

### Investigation

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.

Students use the key media concepts (media representations, media conventions, media organisations, and media audiences) to develop an appropriate topic for their investigation, based on a current media issue.

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## Stage 2 Media Studies (continued)

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### How is it taught?

Students will explore the various topics outlined through individual research, the viewing of films and documentaries, the analysis of sources and class discussion.

### Assessments:

The following assessment types enable students to demonstrate evidence of their learning in Stage 2:

#### School-based Assessment 70%

Assessment Type 1: Folio (three individual tasks) 30%

Assessment Type 2: Product 40%

#### External Assessment 30%

Assessment Type 3: Investigation 30%



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## Stage 2 Modern History

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**Length** Two Semesters: 20 Credits

### What do you need?

This course is appropriate for any student who is interested in the study of Modern History. Students engage the skills of inquiry, reflection, analysing and evaluating historical materials to develop the different qualities that a student of History requires. Students will need the ability to be able to write fluently in order to demonstrate the skills of historical inquiry in crafting an historical argument.

### Learning Requirements:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. Demonstrate knowledge and understanding of people, places, events, and ideas in the history of societies in selected periods and places since c. 1500
2. Formulate hypotheses and/or focusing questions and apply them to explain historical concepts
3. Apply the skills of historical inquiry, including critical analysis
4. Construct reasoned historical arguments based on a critical understanding of evidence from sources
5. Reflect on the short-term and long-term impacts of individuals, events, and phenomena
6. Evaluate why individuals and groups acted in certain ways at particular times
7. Communicate informed and relevant arguments using subject-specific language and conventions.

### Learning concepts:

In this course students will undertake a depth study entitled The War to End all Wars: The First World War and its consequences c. 1870-1929. Students will investigate the origins of the First World War, the nature of the conflict, the impact of the conflict and the long and short term consequences of the war. In the thematic study entitled Revolutions and Turmoil: Social and Political Upheavals since c.1500s students undertake a critical analysis of the period of the French Revolution pre-1789 -1799. The analysis will involve the comparison of people, ideas, and events. Students will investigate why this revolution occurred, how it was carried out and how power was consolidated by the revolutionaries. Students also explore the nature of the new regimes and how both internal and external threats were dealt with by the revolutionaries.

### Essay

Students are also required to complete an Individual History Essay which will require them to investigate an area of personal interest, formulate a reasoned argument and compose an essay.

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## Stage 2 Modern History (continued)

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The purpose of the essay is for each student to engage in the process of inquiry into a historical question of personal interest and to apply the concepts and skills of historical study. Each student formulates a hypothesis and/or focusing question(s) in order to analyse an aspect of history and construct a reasoned historical argument supported by evidence from up to five sources.

Students choose a topic for inquiry developed from any of the eleven topics described in the Thematic Study and Depth Study, or from any other area of interest relevant to modern history since c. 1500, to formulate the hypothesis and/or focusing question(s) for their essay.

### How is it taught?

Students will explore the various topics outlined through individual research, the use of reading material provided, the viewing of films and documentaries, the analysis of sources and class discussion.

### Assessments:

The following assessment types enable students to demonstrate evidence of their learning in Stage 2:

<b>School-based Assessment</b>	<b>70%</b>
Assessment Type 1: Folio (six individual tasks)	50%
Assessment Type 2: Independent essay	20%
<b>External Assessment (exam)</b>	<b>30%</b>

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## Stage 2 Music

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**Length** Two Semesters: 20 Credits

Students need to choose two 10 units of study to complete this course.

### Stage 2 Music – Musicianship

#### What do you need?

Experience and interest in Music either as an instrumentalist or vocalist with a minimum of three years study and competent theory and aural knowledge. Students need to have undertaken at least three units of Music at the Stage 1 level.

#### Learning Requirements:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. Understand and use musical notation and terminology
2. Demonstrate an understanding of the relationship between theoretical notation and sound
3. Recognise and identify rhythm, pitch, tonality, harmony, and musical techniques in compositions
4. Harmonise short melodies appropriately to their chosen style
5. Create and develop an arrangement, writing appropriately for instruments and/or voices
6. Present a score and a recording of an arrangement.

#### Learning Concepts:

Stage 2 Musicianship is a 10-credit subject. In this course students cover the following three areas of study:

- theory, aural recognition and musical techniques  
Students develop their aural acuity and acquire fundamental, functional musical knowledge, and associated aural, theoretical, and notational skills. They learn theory concepts, aural recognition, and musical techniques in a range of contexts (both traditional and modern) through a variety of learning activities. Students develop their understanding about the relationship between theoretical notation and sound by using aural and visual recognition, and notation.
- harmony (either jazz-related harmony or four-part vocal style)  
Students learn to harmonise a 6 to 8 bar melody by applying theoretical knowledge
- an arrangement (between 36 - 40 bars length) of a piece of music

Students use their musical imagination and ability to create a notated arrangement of a melody of their choice, along with a recording and a statement of the musical intention of the arrangement. They are encouraged to experiment with the manipulation of rhythm, melody, harmony, style, form, structure and texture to create an individual arrangement.

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## Stage 2 Music (continued)

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#### Assessments:

<b>School based Assessment</b>		<b>70%</b>
Assessment Type 1:	Skills Development (two tests)	30%
Assessment Type 2:	Arrangement	40%

#### External Assessment

Assessment Type 3:	Examination	<b>30%</b>
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### Stage 2 Music - Solo Performance

#### What do you need?

Experience and interest in Music, either as an instrumentalist or vocalist with a minimum of three years study. Students need to have undertaken at least two units of Music at the Stage 1 level.

#### Learning Requirements:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. Demonstrate accuracy, musical skills, and technique as a solo performer
2. Present a repertoire of contrasting works for instrument or voice
3. Demonstrate musicianship in interpretation by presenting musically sensitive performances
4. Engage a public audience.

#### Learning Concepts:

Stage 2 Solo Performance is a 10-credit subject that develops students' skills on a chosen instrument or the voice, and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Students also develop skills in preparing and presenting public performances, aural perception and musical sensitivity and expression. Solo Performance not only results in musical outcomes but also encourages the development of personal characteristics such as confidence, the ability to communicate sensitively and work cooperatively. Each student must perform as an instrumentalist or vocalist. When preparing for performance, students work on a program that includes pieces of contrasting character that allows the development of performance techniques. A minimum of 18 minutes of repertoire is required across the subject and students should consider the practical application of their knowledge about, and skills in, accuracy, technique and musicianship.

#### Assessments:

<b>School-based Assessment</b>		<b>70%</b>
Assessment Type 1:	First Performance	30%
Assessment Type 2:	Second Performance	40%

#### External Assessment

Assessment Type 3:	Final Performance	<b>30%</b>
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## Stage 2 Music (continued)

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### Stage 2 Music – Music Individual Study

#### What do you need?

An interest in a particular area of Music that is not covered in any other Stage 2 Music subject. This course is for students who have a great deal of personal motivation and initiative, and who are self-directed learners. The ability to work independently is essential. It is recommended that students have at least undertaken two units of Music at the Stage 1 level.

#### Learning Requirements:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. Demonstrate skills to plan, negotiate, and implement an individual study
2. Demonstrate and/or apply musical skills and/or understanding
3. Demonstrate effective use of sources, initiative, and analysis
4. Demonstrate regular reviews of the process, implement changes as required, and flexibly adapt goals
5. Demonstrate evaluation skills through appraisal and reflection.

#### Learning Concepts:

Stage 2 Music Individual Study is a 10-credit subject that allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study, or recreation. Students develop skills in documenting the processes of negotiating, planning, structuring, developing and evaluating their learning. Students negotiate and plan with their teacher a topic they have chosen for their individual study. A proposal that includes a brief outline of the scope of the topic and the format of the final product must be submitted to the SACE board for approval. Topics can range from tutoring, the community, musical instruments and music and cultures to the music industry. Students keep, and make regular entries in, a folio which is supplemented by other evidence of the process of developing the individual study, as well as complete a product based on the proposal. Students are also required to present a report of their completed individual study made up of the documentation of skills and a written personal reflection about the individual study.

#### Assessments:

##### School-based Assessment

Assessment Type 1: Folio	30%
Assessment Type 2: Product	40%

##### External Assessment

Assessment Type 3: Report	30%
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## Stage 2 Music (continued)

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### Stage 2 Music – Composing and Arranging

#### What do you need?

Experience and interest in music, a competent theory and aural knowledge with a focus on composing and/or arranging musical works. Students need to have undertaken at least two units of Music at the Stage 1 level.

#### Learning Requirements:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. Compose and/or arrange music in a variety of styles
2. Complete and record a range of compositions and/or arrangements
3. Demonstrate effective, imaginative, and creative use of composing and/or arranging techniques
4. Present scores using traditional, non-traditional, or contemporary notation as appropriate
5. Analyse the use of composing and/or arranging techniques in their work
6. Communicate ideas about music.

#### Learning Concepts:

Stage 2 Composing and Arranging is a 10-credit subject in which students' musical imagination and creativity are developed by composing and/or arranging musical works. Students will explore a range of techniques and styles and further develop their appreciation of arranging and/or composing as a creative music-making process. Analysing their compositions and/or arrangements gives students the opportunity to discuss and present their ideas about their work clearly and confidently. Students are introduced to a variety of composing and arranging techniques by listening to music and taking part in activities that explore different devices, techniques, and styles, as well as develop their skills in analysis and observation. Students complete a number of compositions and/or arrangements, in which they experiment with the manipulation of rhythm, melody, harmony, form and structure, texture and choice of medium.

#### Assessments:

##### School-based Assessment

Assessment Type 1: Folio of Minor Works	50%
Assessment Type 2: Commentary	20%

##### External Assessment

Assessment Type 3: Major Work	30%
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## Stage 2 Physical Education

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**Length** Full Year: 20 Credits

### What do you need?

Experience and interest in a range of physical activities, a competent understanding of theoretical concepts and a study of at least Stage 1 Physiology and Training and/or Stage 1 Biomechanics and Skill Learning.

### Learning Requirements:

In this subject students are expected to:

1. Achieve a level of proficiency in performance of human physical activities with reference to specific skills criteria
2. Critically analyse and evaluate the personal, community, and/or global implications of physical activity
3. Demonstrate knowledge and understanding of concepts of exercise physiology and the biomechanics of human movement, with skills acquisition, and communicate using appropriate terminology
4. Demonstrate knowledge and understanding of physical education concepts relevant to physical activities
5. Apply and reflect on principles and issues related to physical performance and activity and skills acquisition
6. Demonstrate initiative, self-reliance, collaborative skills, leadership, and effective interpersonal skills.

### Learning concepts:

Stage 2 Physical Education is undertaken as a 10 credit subject, which involves the study of:  
Practical Skills and Applications and Principles and Issues

### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Physical Education

Assessment Type 1: Practical (50%) (three centrally developed practicals including sailing in Term 2 Week 5)

Assessment Type 2: Folio (20%) (three integrated tasks and one issues analysis)

Assessment Type 3: External Examination (30%) (a mixture of short answer and extended response questions)

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## Stage 2 Physics

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**Length** Two Semesters: 20 Credits

### What do you need?

Students need to achieve a B grade or better in both semester 1 and 2 of Stage 1 Physics

Students need to have strong foundations in science practical skills, basic algebra and trigonometry knowledge and be prepared for working at challenging problems.

### Prerequisite Information

- Stage 1 Physics (semesters 1 and 2) is a prerequisite for Stage 2 Physics.

### Learning Requirements:

In this subject, students are expected to:

1. Identify and formulate questions, hypotheses, concepts, and purposes that guide investigations in physics
2. Design and conduct collaborative and individual investigations in physics, using appropriate apparatus and safe working practices and by observing, recording, and interpreting the phenomena of physics
3. Represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
4. Select, analyse, and evaluate the evidence of physics from different sources, and present informed conclusions or decisions on contemporary physics applications
5. Communicate knowledge and understanding of the concepts and information of physics, using appropriate physics terms and conventions
6. Demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

### Learning Concepts:

Stage 2 Physics is a 20 units subject which involves the study of:

- Motion in Two Dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Physics:

*School Assessment (70%)*

- Assessment Type 1: Folio Tasks (60%) .
- Assessment Type 2: Skills Assessment Tasks: Tests (40%)

*External Assessment (30%)*

- Assessment Type 3: Examination.

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## Stage 2 Psychology

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**Length** Two Semesters: 20 Credits

### What do you need?

Proficiency in English with an interest in analysing everyday experiences and behaviours. Successful completion and a demonstrable interest during Stage 1 Psychology is highly desirable.

### Learning Requirements:

In this subject students are expected to:

1. Explain the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups of people
2. Analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence
3. Demonstrate an understanding of ethical research by undertaking and evaluating guided investigations
4. Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and by presenting particular points of view, giving examples of the thinking and reasoning behind them
5. Demonstrate organisation and critical reflection in the application of psychological principles, taking into account ethical considerations
6. Search for, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in a range of contexts
7. Undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

### Learning Concepts:

Stage 2 Psychology is undertaken as a 20 credit subject which involves the study of one's own behaviours and the behaviours of others. It has direct relevance to a student's personal life. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology is a science subject that closely examines the thoughts, feelings and behaviours that explain everyday situations. Topics studied include Introduction to Psychology, Social Cognition (Attitudes), Learning, Personality, Altered States of Awareness (Sleep and Stress) and Healthy Minds (Mental Illness).

### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Psychology:

Assessment Type 1: Folio Tasks (30%) (two research reports)

Assessment Type 2: Skills and Application Tasks (40%) (extended responses and tests)

Assessment Type 3: External Examination (30%)

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## Stage 2 Research Project - Compulsory

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**Length** One Semester 10 Credits

### What do you need?

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). Students must complete the 10 credit Research Project at Stage 2 of the SACE, with a C grade or better. Students will:

- choose a topic of interest
- learn, apply and develop research processes and the knowledge and skills specific to their research topic
- record their research and evaluate what they have learnt.

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

### Learning Requirements:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Research Project B.

In this subject, students are expected to:

1. Generate ideas to plan and develop a research project
2. Understand and develop one or more capabilities in the context of their research
3. Analyse information and explore ideas to develop their research
4. Develop specific knowledge and skills
5. Produce and substantiate a research outcome
6. Evaluate their research.

### Learning concepts:

The Research Project is taught through the research framework:

- initiating, planning, and managing the research
- developing the research
- communicating/synthesising the research outcome
- evaluating the research.

This framework is flexible to accommodate different models and approaches to research and enquiry-based learning, and to guide each student's research, on any topic and in any context.

### Assessments:

The following assessment types enable students to demonstrate evidence of their learning in Stage 2:

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## Stage 2 Research Project –Compulsory (continued)

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### **School Assessment (70%)**

Assessment Type 1: Folio (30%)

Assessment Type 2: Research Outcome (40%)

### **External Assessment (30%)**

Assessment Type 3: Evaluation (30%).

**Students enrol for either Research Project A or B, which determines the external assessment component.**

**Research Project A:** One form or a combination of written, visual, and/or oral forms.

**Research Project A does not contribute to the Australian Tertiary Admission Rank (ATAR).**

**Research Project B:** Common written assessment

**Research Project B contributes to the Australian Tertiary Admissions Tank (ATAR)**

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## Stage 2 Visual Arts – Art

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**Length** Two Semesters: 20 Credits

### **What do you need?**

20 credits of Visual Arts- Art or Design - at Stage One

### **Learning Requirements:**

In this subject, students are expected to:

1. Conceive, develop, and make work(s) of art or design that reflect individuality and the development and communication of a personal visual aesthetic
2. Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. Apply technical skills in using media, materials, technologies, and processes to solve problems and resolve work(s) of art or design
4. Communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art or design
5. Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts
6. Develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

### **Learning concepts:**

Stage 2 Visual Arts is undertaken as a 20 credit subject, which provides a balance of theory and practical activities. Students will develop the following skills and attributes: an ability to conceptualise, plan and make art works; skills and knowledge of materials, processes and resources required to develop an idea from conception to planning and completion; skills in reflective and critical writing in response to art, using appropriate terminology; an understanding of art in a range of social and cultural contexts; and develop their knowledge, sensitive and skilful handling of selected media.

Students will complete two self-directed major practical pieces or a suite of works in their choice of media. They will also develop one developmental Folio, (Back-up) per major art work, clearly showing their idea from conception to realisation.

Students will complete a Visual Study focusing on an area of personal relevance, which entails both practical and theoretical aspects. This is comprised of a maximum of 20 A3 pages and 2000 words.

An emphasis in this subject is on exploring ideas and thinking outside the square, in particular with how well students communicate their ideas both through the finished works and their developmental folios.

### **Assessments:**

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Visual Arts, which focuses on both written and practical based activities which incorporate the following three components:

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## Stage 2 Visual Arts – Art (continued)

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Assessment Type 1: Visual Study (30%)

Assessment Type 2: Visual Thinking (Back-Up Folio) (30%)

Assessment Type 3: Practical Works (40%)

In addition:

- Please note that students can only choose one Visual Arts subject at Stage 2
- Students should attempt practical work that is manageable and feasible.
- The ability to negotiate and complete work programs will be essential for success.
- This course requires dedication, commitment and extra time spent working in the classroom outside of normal College hours, including lunch times and after school.

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## Stage 2 Visual Arts – Design

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**Length** Two Semesters: 20 Credits

### **What do you need?**

20 credits of Visual Arts- Art or Design - at Stage One

### **Possible Pathway here?**

Further tertiary studies or a career with an arts focus

### **Learning Requirements:**

In this subject, students are expected to:

1. Conceive, develop, and make work(s) of art or design that reflect individuality and the development and communication of a personal visual aesthetic
2. Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. Apply technical skills in using media, materials, technologies, and processes to solve problems and resolve work(s) of art or design
4. Communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art or design
5. Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts
6. Develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

### **Learning concepts:**

Stage 2 Visual Arts (Design) is undertaken as a 20 credit subject, which provides a balance of theory and practical activities. Students will develop the following skills and attributes: an ability to conceptualise, plan and make design works; skills and knowledge of materials, processes and resources required to develop an idea from conception to planning and completion; skills in reflective and critical writing in response to works of design, using appropriate terminology; an understanding of design in a range of social and cultural contexts; and develop their knowledge, sensitive and skilful handling of selected media.

Students will complete two self-directed major practical pieces or a suite of works in the design form of their choice. This could include an environmental, graphic or product design focus. They will also develop one developmental Folio (Back-up) per major design work, which follows the design process.

Students will complete a Visual Study focusing on an area of personal relevance, which entails both practical and theoretical aspects. This is comprised of a maximum of 20 A3 pages and 2000 words

An emphasis will be on exploring ideas and thinking outside the square, in particular with how well students communicate their ideas both through the finished works and their developmental folios.

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## Stage 2 Visual Arts – Design (continued)

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### Assessments:

The following assessment types enable students to demonstrate evidence of learning in Stage 2 Visual Arts, which focuses on both written and practical based activities which incorporate the following three components:

Assessment Type 1: Visual Study (30%)

Assessment Type 2: Visual Thinking (Back-Up Folio) (30%)

Assessment Type 3: Practical Works (40%)

In addition:

- Please note that students can only choose one Visual Arts subject at Stage 2
- Students should attempt practical work that is manageable and feasible.
- The ability to negotiate and complete work programs will be essential for success.
- This course requires dedication, commitment and extra time spent working in the classroom outside of normal College hours, including lunch times and after school.

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## Stage 2 Workplace Practices

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**Length** Two Semesters: 20 Credits

### What do you need?

Workplace Practices contributes towards an ATAR Pathway. It supports knowledge and understanding of the workplace supporting students who are interested in pathways into traineeships and apprenticeships.

### Learning Requirements:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. Understand and explain concepts of industry and work
2. Analyse the relationships between work-related issues and practices in workplaces
3. Demonstrate knowledge of the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues
4. Investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally
5. Demonstrate and apply generic work skills and, where relevant, industry knowledge and skills, in a workplace and/or work-related context
6. Reflect on and evaluate learning experiences in/about the workplace.

### Learning Concepts:

Stage 2 Workplace Practices has three areas of study:

Industry and Work Knowledge: This examines the nature, type, and structure of the workplace, including local, national, and global workplaces.

Vocational Learning:

Vocational learning includes any formal learning in a work-related context outside AQF qualifications and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning.

VET:

This includes any accredited training provided under the AQF by an RTO. VET can contribute to Workplace Practices

### Assessments:

#### Internal Assessment

Assessment Type 1: Folio Tasks (25%)

- Changing Nature of Work
- Work in Australian Society
- Employment Options



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## **Stage 2 Workplace Practices (continued)**

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### Assessment Type 2: Performance (25%)

- Evidence of workplace practices in a VET, Casual part time work or Work Experience

### Assessment Type 3: Reflection (20%)

- Employability Reflection
- Personal Reflection

### **External Assessment**

#### Investigative Study (30%)

- Issue or practical based task showing evidence of workplace knowledge and understanding.



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