



GLADSTONE HIGH SCHOOL SACE HANDBOOK 2017



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SUBJECT COUNSELLING

Students are encouraged to seek information from parents, teachers, counsellors, Centrelink, Job Agencies, employers, Universities and TAFE.

Prior to the counselling session, students need to become aware of possible career paths and their prerequisites, and discuss options with their parents/caregivers.

This information can be accessed via the Student Counsellor, Home Group teacher, Year Level Coordinator, SATAC, and university & TAFE websites.

Students/parents must also read through the SACE Subject Handbook and make preliminary subject selections.

Each student/parent will book a counselling appointment time using the School Interviews online system.

Parents will attend this with their child as important issues relating to future pathways are discussed.

SUBJECT COUNSELLING TIMELINE

- Thursday 30th July – Subject Choice Introduction to Year 10 and 11 students
- **WEDNESDAY 6TH AUGUST – SUBJECT CHOICE FORMS DUE TO FRONT OFFICE**
- Term 3, Week 5 - SACE INFORMATION EVENING – (more details early Term 3)
- Term 3, Week 5 - Year 10 and Year 11 students complete Subject Counselling (more details early Term 3)

INFORMATION FOR STUDENTS IN SACE

WHAT IS THE SACE?

The South Australian Certificate of Education (SACE) is awarded to students who successfully completed an accredited program in the final years of secondary school. The SACE Board of South Australia is the accrediting organisation. 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 certificate is based on two stages of achievement: Stage 1 (Year 11) and Stage 2 (Year 12).

WHAT ARE THE SUBJECTS?

Subjects offered at Gladstone High School are listed in this Handbook.

For a full list of the subjects, including brief summaries for use in curriculum handbooks, visit: www.sace.sa.edu.au.

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

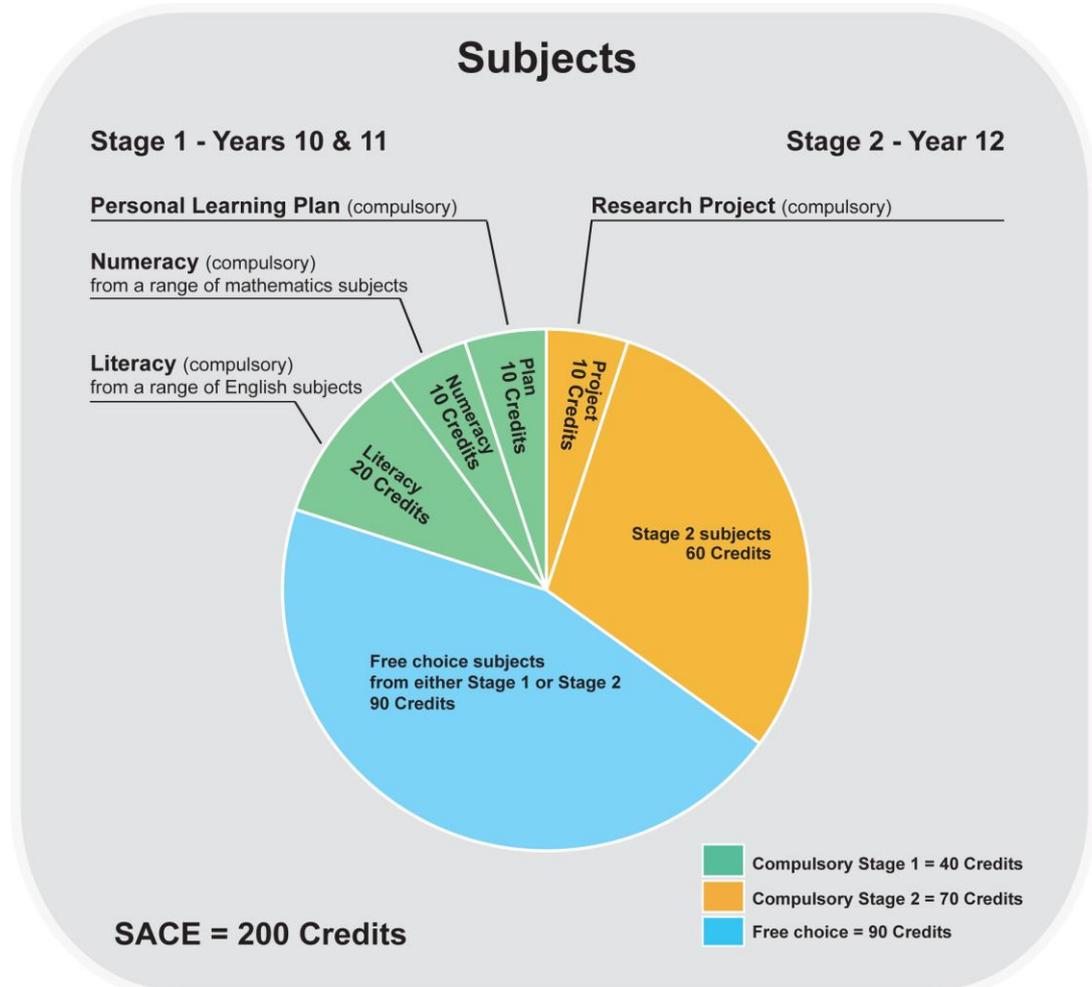
Students will receive a grade from A to E for each subject.

REQUIREMENTS TO ACHIEVE THE SACE

To gain the SACE certificate students must complete 200 credits. Ten credits are equivalent to one semester of study in a particular subject or course.

In addition, there are a number of **compulsory subjects** that must be completed at a 'C' grade or higher;

- The Personal Learning Plan (10 credits) – usually completed in Year 10
- English (20 credits) – completed in Year 11
- Mathematics (10 credits) at Gladstone High School students must complete 20 credits – Year 11
- Research Project (10 credits) – Year 11
- 3 Stage 2 subjects (60 credits) – Year 12
- The remaining 90 credits can be completed in a range of subjects and are graded on an A-E scale.



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PERFORMANCE STANDARDS FOR SACE SUBJECTS

The performance standards describe five levels of achievement that are reported with the grades A to E at the student's completion of study of a subject.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her evidence of learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning, demonstrated through the set of assessments, by:

1. referring to the levels of achievement described in the performance standards
2. assigning a grade based on the level that gives the best overall description of the student's evidence of learning.

UNIVERSITY ENTRY

Students applying for university entry in 2017 and beyond must:

- complete the SACE.
- complete at least 90 credits of approved SACE Stage 2 subjects
- complete any prerequisite subject requirements for their chosen university course.
- obtain an Australian Tertiary Admission Rank (ATAR).

Refer to the SATAC Tertiary Entrance Booklet for further information or go to www.satac.edu.au

BONUS SCHEMES

All universities operate either equity or subject bonus schemes which may affect an applicant's ATAR. For details visit each university's website.

PREREQUISITES

Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard in order to be eligible for selection into the course/program. These subjects are known as prerequisites. These subjects can be found in the SATAC information for each course or on individual university websites

www.flinders.edu.au

www.unisa.edu.au

www.adelaide.edu.au

www.australianuniversities.com.au/directory/south-australian-universities/

TAFE ENTRY

Completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA's courses. TAFE also considers a variety of other qualifications in its entry and selection processes.

Minimum Entry Requirements differ according to the level of the TAFE course.

For further information go to www.tafe.edu.au

SACE STAGE 1 SUBJECTS

Stage 1 Agriculture and Horticulture			
Learning Area	Sciences	Credits	10 (one semester) 20 (full year)

The study of Agriculture and Horticulture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries. Students investigate issues through topics related to animals, plants, fungi, microorganisms, soils, climate, water, and/or technology, and in a local, national, and/or global context.

Experiments are a part of practical investigations in the study of Agriculture and Horticulture and may take place on farms, in vineyards, orchards, gardens, laboratories, or other relevant locations, and may use a variety of data-collecting procedures, e.g. soil water or grape sugar estimations.

Stage 1 Agriculture and Horticulture can be studied as a 10-credit subject or a 20-credit subject.

CONTENT

Students study topics within one, or a combination, of the following themes:

- Scientific Principles of Plant and/or Animal Production
- The Management of Plant and/or Animal Production
- Enterprise Agriculture and Horticulture
- Practical and Applied Technologies
- Contemporary Issues in Agriculture and Horticulture

Examples of topics:

- Plant Anatomy and Physiology
- Soil Science
- Animal Science
- Sheep Management
- Livestock Assessment
- Crop Husbandry
- Designing and Setting Up a Community Enterprise
- The Operation of Agricultural and Horticultural Machinery
- The Effects of Soil Salinity On Horticulture
- The Effects of Genetic Modification

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and Applications Tasks

Stage 1 Biology			
Learning Area	Sciences	Credits	10 (one semester) 20 (full year)

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Stage 1 Biology can be studied as a 10-credit subject (semester) or 2 x 10 credit (full year) subject. However, to provide a background to Stage 2 Biology 20 credits of Stage 1 Science subjects should be successfully completed.

CONTENT

Examples of areas of study include:

- Cellular Biology
- Physiology
- Ecology

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio (Practicals and Issues Investigations)
- Skills and Applications Tasks

Stage 1 Business and Enterprise

Learning Area	Business, Enterprise and Technology	Credits	10 (one semester)
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Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

This subject provides the opportunity to vary the content and/or school-based assessment to develop local programs that suit the needs and interests of the students.

Stage 1 Business and Enterprise can be studied as a 10-credit subject.

CONTENT

Stage 1 Business and Enterprise comprises two core topics and nine option topics.

For a 10-credit subject, students undertake:

- one core topic
- two to three option topics

Core Topic

- Core Topic 1: Introduction to Business and Enterprise

Option Topics

- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: The Enterprising Person
- Global Business

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Practical
- Issues Study

Stage 1 Chemistry			
Learning Area	Sciences	Credits	10 (one semester) 20 (full year)

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding, which is organised into six topics.

In their study of these topics, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics.

Stage 1 Chemistry can be studied as a 10-credit subject or 2 × 10-credit semester subjects. However, Semester 1 Chemistry is an essential pre-requisite to Semester 2 Chemistry.

To provide a background to Stage 2 Chemistry, 2 × 10 credits of Stage 1 Chemistry should be successfully completed.

CONTENT

The design and content of the program is determined at the school level. Examples of areas of learning and topics include:

Matter

- Particles
- Physical Properties

Reactions

- Chemical Changes
- Equations

Carbon Chemistry

- Hydrocarbons
- Organic Nomenclature

Chemical Calculations

- Mole Concept
- Significant Figures

Skills

- Experimental Design
- Graphing

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Two investigations folio (practical and issues investigation) - 50%
- Two skills and applications tasks - 50%

Stage 1 Creative Arts

Learning Area	Arts	Credits	10 (one semester) 20 (full year)
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Students undertake a specialised study within either the Photographic or Film discipline. They actively participate in the development and presentation of Creative Arts products.

Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Stage 1 Creative Arts can be studied as a 10-credit semester subject or a 20-credit full year subject.

CONTENT

Students study:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio of Product and Process
- Skill Assessment of specific learning
- Investigation of a practitioner

Stage 1 Design and Technology			
Learning Area	Business, Enterprise and Technology	Credits	10 (one semester) 20 (full year)

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

Stage 1 and Stage 2 Design and Technology provide enrolment options in the following three focus areas:

- Material Products (Construction Technology)

Stage 1 Design and Technology can be studied as one or more 10-credit subjects.

Stage 1 Design and Technology provides the following enrolment options:

10 credit subjects:

Material Products I & II (Wood and Metal)

CONTENT

Material Products

Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood and composites.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Folio
- Product

Stage 1 English			
Learning Area	English	Credits	10 (one semester) 20 (full year)

English may be studied as a 10-credit subject or a 20-credit subject at Stage 1.

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

This subject leads to both English and English Literary Studies at Stage 2 (new subjects from 2017).

SACE LITERACY REQUIREMENT

Students who complete 20-credits of Stage 1 or Stage 2 English with a C grade or better will meet the Literacy requirement of the SACE. Credits gained from any of the subjects can be combined with credits gained from other subjects in the English Learning Area.

CONTENT

The content includes:

- Responding to Texts
- Creating Texts
- Intertextual Study

Responding to Texts

Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections. Students demonstrate their understanding of these links by producing, for example, an analytical essay, article, blog, website, documentary, or special features film (behind the scenes about the making of a film), or an oral reflection on language and stylistic features chosen to create a text.

Creating Texts

Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multimodal forms. The text type and mode chosen for creating a text should be appropriate for the intended purpose, context, and audience, either real or implied.

Intertextual Study

Students reflect on their understanding of intertextuality by:

- analysing the relationships between texts, or
- demonstrating how their knowledge of other texts has influenced the creation of their own texts

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessments types:

- Responding to Texts
- Creating Texts
- Intertextual Study

Stage 1 Essential English			
Learning Area	English	Credits	10 (one semester) 20 (full year)

Essential English may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1.

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

This subject leads to Stage 2 Essential English (new subject from 2017).

SACE LITERACY REQUIREMENT

Students who complete 20 credits of Stage 1 or Stage 2 Essential English with a C grade or better will meet the Literacy requirement of the SACE. Credits gained from any of the subjects can be combined with credits gained from other subjects in the English Learning Area.

CONTENT

This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating texts, through:

- Responding to Texts
- Creating Texts

Responding to Texts

Students consider a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the context, purpose, and audience of texts.

The reading of a wide range of texts enables students to comprehend and interpret information, ideas, and perspectives in texts. They locate and extract information and ideas by, for example, skim reading to support comprehension of key information.

Creating Texts

By examining the links between language and the context in which texts are produced, students are supported to create their own texts.

Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. They create a range of texts using appropriate language features, content, and mediums for different purposes, audiences, and contexts.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Responding to Texts
- Creating Texts

Stage 1 Essential Mathematics			
Learning Area	Mathematics	Credits	10 (one semester) 20 (full year)

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

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

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

NUMERACY REQUIREMENT

Stage 1 Essential Mathematics allows students to achieve the Numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit Numeracy requirement.

CONTENT

Topics could include:

- Calculations, Time, and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing
- Open Topic

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (at least 2 per semester) – 60%
- Folio (at least 1 per semester) – 40%

Stage 1 Food and Hospitality

Learning Area	Health and Physical Education	Credits	10 (one semester) 20 (full year)
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In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Stage 1 Food and Hospitality can be studied as one or two 10-credit subjects.

Students examine the factors that influence people’s food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors. Delivery of some Certificate 1 in Hospitality may occur.

CONTENT

Teachers and students negotiate study topics within one or more of the following areas of study:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical Activity
- Group Activity
- Investigation
- VET Competencies

PATHWAY

- Desirable, but not essential for Year 12 Food & Hospitality.
- Desirable for development of skills for apprenticeships in some areas.

Stage 1 General Mathematics			
Learning Area	Mathematics	Credits	10 (one semester) 20 (full year)

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

NUMERACY REQUIREMENT

Stage 1 General Mathematics allows students to achieve the Numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit Numeracy requirement.

CONTENT

Topics could include:

- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Networks
- Open Topic

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks – 60%
- Folio – 40%

Stage 1 History			
Learning Area	Humanities and Social Sciences	Credits	10 (one semester) 20 (full year)

Stage 1 Modern History may be undertaken as a 10-credit or a 20-credit subject.

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals.

Students explore the impacts that these developments and movements had on people’s ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

CONTENT

Stage 1 Modern History consists of the following topics:

- Imperialism
- Decolonisation
- Indigenous Peoples
- Social Movements
- Revolution
- Elective

Each topic includes key ideas and concepts that provide a focus for study.

For a 10-credit subject, students study two or more topics, one of which may be an elective topic.

For a 20-credit subject, students study four or more topics, one of which may be an elective topic.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Modern History:

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type has a weighting of at least 20%.

Students undertake:

- three historical skills assessments
- one historical study

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type has a weighting of at least 20%.

Students undertake:

- six historical skills assessments
- two historical studies.

Stage 1 Mathematics			
Learning Area	Mathematics	Credits	10 (one semester) 20 (full year)

Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

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

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. **To prepare for Stage 2 Mathematical Methods students must successfully complete 2 × 10-credits in Mathematics Studies subjects.**

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods. **To prepare for Stage 2 Specialist Mathematics students must complete an additional 10-credit subject in Semester 2.**

NUMERACY REQUIREMENT

Stage 1 Mathematics allows students to achieve the Numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit Numeracy requirement.

CONTENT

Stage 1 Mathematics consists of the following list of twelve topics:

- Functions and graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus
- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (at least two per semester) – 60%
- Folio (at least one per semester) – 40%

Stage 1 Personal Learning Plan (PLP) – usually completed during Year 10			
Learning Area	Cross-disciplinary	Credits	10 (one semester)

The Personal Learning Plan (PLP) is a compulsory 10-credit subject. The PLP helps students plan for their future by helping them to make informed decisions about:

- the subjects they will study in Years 11 and 12, and any course outside of school
- possible career choices and ideas for community service
- how best to prepare for their career options and other goals

Students normally complete the PLP in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Students must achieve a C grade or better to successfully complete the PLP and they have opportunities to add further evidence of learning at any stage during their SACE studies.

CONTENT

The content includes:

- Capabilities
- Goal Setting
- Work Experience

Capabilities

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the Personal Learning Plan and are incorporated in the assessment of the subject.

The capabilities are:

- Literacy
- Numeracy
- ICT
- Personal and Social
- Critical and creative Thinking
- Intercultural Understanding
- Ethical Understanding

Goal Setting

Students are required to plan and create goals that relate to their personal and learning life. They must set short, medium and long term goals and ensure they meet SMART goal criteria. They must choose and implement strategies that will help them to achieve goals. Students review their progress to goals and reflect on their strategies.

Work Experience

Students are guided to work independently in selecting a business with which to complete a week of work experience. They ring and speak to the employer and create and send a formal letter.

Students maintain professional contact with their workplace provider until their work experience. This allows a valuable insight for students into the workplace and potential future career paths.

ASSESSMENT

Assessment at Stage 1 is school-based.

Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP. Teachers use performance standards to decide how well each student has demonstrated his or her learning, based on the evidence provided through the set of assessments.

Students provide evidence of their learning through a set of four to five assessments. These may be presented in an integrated format, such as a portfolio and discussion, or in a number of formats, for example:

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- A Plan (in Chart, Table, or Map Format) and Discussion
- A Portfolio (May be Electronic)
- A Discussion of Evidence
- A Personal Web Page
- A Résumé
- A Round-Table Presentation
- An Interview
- An Oral Presentation
- A Diary
- A Multimedia Presentation

Stage 1 Physical Education			
Learning Area	Health and Physical Education	Credits	10 (one semester) 20 (full year)

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

Stage 1 Physical Education can be studied as 1 × 10-credit subject or as 2 × 10-credit subjects.

CONTENT

Stage 1 Physical Education consists of the following two areas:

- Practical Skills and Application
- Principles and Issues

Practical Skills and Applications

For a 10-credit subject, students complete two or three practicals.

Principles and Issues

These consist of the following two areas of study:

- The Nature of Physical Activity
- Issues in Physical Activity

The Nature of Physical Activity

This area of study requires an experimental, analytical approach to physical activity and well-being. Topics could include:

- Body Systems
- Fitness
- Human Physical Performance
- Participation in Physical Activity
- Sports Injuries
- Training Principles and Methods

Issues Analysis

Students analyse issues that are relevant to local, national or global communities through topics of interest to them.

Topics focus on physical activity and could include:

- Sport in Australian Context
- Declining Involvement in Physical Activity
- Corruption
- Disability and Sport
- Professionalism
- Culture/Race Relations
- Gender
- Equity
- Commercialism
- Genetics
- Historical and Indigenous Factors
- The Community and Recreation
- Children and Competitive Sport
- The Science of Drugs
- Technology
- Media
- Injury Prevention and Rehabilitation
- Contemporary Innovations in Training

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical – 60%
- Folio – 40%

Stage 1 Physics			
Learning Area	Sciences	Credits	10 (one semester) 20 (full year)

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding, which is organised into six topics. Through the study of these topics, students develop and extend their understanding of the interaction between matter, energy, and forces in linear motion, and electric circuits and the transfer and transformation of energy. They study the wave model to better understand how energy can be transferred through matter and space. Students examine the structure of matter, spontaneous nuclear reactions, and the ionising radiation that results from these processes.

Stage 1 Physics can be studied as a 10-credit subject or a 20-credit subject, but Semester 1 Physics is an essential prerequisite to Semester 2 Physics.

In order to progress to Stage 2 Physics students should successfully complete 2 × 10-credits in Stage 1 Physics.

CONTENT

The design and content of the program is determined at the school level. Stage 1 Physics comprises the following areas of study, with possible topics and applications:

Movement

- Motion in One Dimension
- Physics of Transport

Waves

- Sound and Light
- CD, DVD, and Blu-ray Technology

Electricity and Magnetism

- DC Circuits and Motors
- Wind Farms and Solar Cells

Nuclear Physics and Radioactivity

- Atomic and Nuclear Structure
- Fusion v. Fission

Forces

- Forces and Newton's Laws of Motion
- Designing Safer Cars

Energy

- Energy and Work
- Geosequestration or Nuclear Energy

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio Tasks (Practicals and Issues Investigations) - 50%
- Skills and Applications Tasks – 50%

Stage 1 Research Practices

Learning Area	Cross-Disciplinary	Credits	10 (one semester)
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Research Practices gives students the opportunity to:

- Examine the purpose of research
- Explore a range of research approaches
- Develop their investigative and inquiry skills

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

In this subject students are expected to:

1. Demonstrate knowledge and understanding of the purpose of research.
2. Demonstrate knowledge and understanding of research approaches.
3. Develop specific research skills.
4. Consider the appropriateness, uses, and limitations of specific sources.
5. Interpret and analyse information and data.

CONTENT

In this subject students explore a range of research approaches and skills. They learn that different approaches to research are appropriate to different contexts and purposes.

Teachers and students select, for focused study, topics from the following areas of study:

- At least one topic from Exploring Research Approaches
- At least one topic from Exploring Research Skills

The topics may be integrated, undertaken in parallel, or undertaken consecutively.

They can be taught through the development of, for example:

- An investigation
- A performance
- A product

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Research Practices:

- Assessment Type 1 – Folio
- Assessment Type 2 – Source Analysis

VET – Stage 1 Doorways to Construction (D2C)			
Learning Area	VET – Building & Construction	Credits	40 (full year)

Doorways 2 Construction, or D2C as it is commonly referred to, is the delivery of Certificate II in Construction Pathways which is a Vocational Education and Training (VET) in schools programme for the building and construction industry. It was initiated as a direct response to the increased need to encourage young people to consider the building and construction industry as a career option, improve the entry level training opportunities and promote greater chances for employment in the building and construction industry. D2C supports the recruitment and induction of young people into the building and construction industry.

This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop **local programs** that suit their needs and interests, and is strongly supported by local Employers and Community groups.

The programme is a broad and general introduction to the industry for students. It provides them with a solid foundation of skill, knowledge and experience, which articulate into a range of vocational training courses and is the introduction for many career pathways.

CONTENT

Students study topics contained within the **Certificate II in Construction Pathways (CPC20211)**

Core Units

- CPCCOHS2001A Apply OHS requirements and policies
- CPCCCM1012A Work effectively & sustainably
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans

Elective Units

- CPCCCA2002B Use Carpentry tools
- CPCCCA2011A Handle Carpentry tools
- CPCCVE1011A Undertake a Basic Construction Project
- CPCCSH2001A Prepare surfaces
- CPCCCM2006B Apply basic levelling
- CPCCJN2001A Assemble components

ASSESSMENT

Assessment is Competency based as outlined in the Training Package for Construction.

PATHWAY

Certificate III in a range of Trade Based Careers.

Doorways 2 Construction, or D2C as it is commonly referred to, is South Australia's premier Vocational Education and Training (VET) in schools programme for the building and construction industry. It was initiated as a direct response to the increased need to encourage young people to consider the building and construction industry as a career option, improve the entry level training opportunities and promote career pathways, and a positive image of the building and construction industry.

D2C supports the recruitment and induction of young people into the building and construction industry.

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The industry vision for D2C is *'to have a sustainable, nationally recognised VET in Schools initiative that is a programme of first choice for schools and students, and is recognised by industry as the doorway to employment in the industry.*

This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop **local programs** that suit their needs and interests.

Stage 1 D2C students can attain credit points in:

- Trade Industry Mathematics (10 credits)
- Vocational Literacy (20 Credits)
- Certificate 1 in General Construction (40 credits)

The programme is a broad and general introduction to the industry for students. It provides them with a solid foundation of skill, knowledge and experience, which articulate into a range of vocational training courses and is the introduction for many career pathways.

NOTE: ENTRY TO THIS COURSE IS BY AN APPLICATION AND SELECTION PROCESS.

CONTENT

Students study topics contained within the **Certificate 1 of Construction. (CPC10108)**

- CPCCOHS1001A Work safely in the construction Industry (WHITE CARD)
- CPCCCM1002A Work effectively & sustainably in the General Construction Industry
- CPCCCM1003A Plan and organise work
- CPCCCM1004A Conduct workplace communication
- CPCCCM1005A Carry out measurements and calculations
- CPCCVE1001A Undertake a basic construction project
- CPCCVE1002A Undertake a basic computer design project
- CPCCCM1001A Undertake basic estimation and costing

Students study topics contained within the **Certificate II of Construction. (CPC20208)**

- CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
- CPCCCM2001A Read and interpret plans and specifications
- CPCCCM2004A Handle construction materials
- CPCCCM2005A Use construction tools & equipment
- CPCCCM2006A Apply basic levelling procedures

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical Activity
- Theory Activities
- VET Competencies
- OHS&W Competencies
- White Card Competency

PATHWAY

- STAGE 2 Doorways to Construction Plus (D2C+)
- Successful completion of D2C at Stage 1 is a pre-requisite.

Stage 1 Visual Arts

Learning Area		Credits
Arts		10 (one semester)

In this subject, students are expected to:

1. Conceive, develop, and make work(s) of art or design that reflect the development 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, and technologies to solve problems and resolve work(s) of art or design.
4. Communicate knowledge and understanding of 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.

Stage 1 Visual Arts – Art can be studied as a 10-credit subject in Semester 1 or 2, or in both semesters.

CONTENT

For 10-credit, with a focus on either art or design, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio – 40%
- Practical – 40%
- Visual Study – 20%

SACE STAGE 2 SUBJECTS

Stage 2 Agriculture and Horticulture			
Learning Area	Sciences	Credits	10 (one semester) 20 (full year)

The study of agriculture and horticulture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries. Students investigate issues through topics related to animals, plants, fungi, microorganisms, soils, climate, water, and/or technology, and in a local, national, and/or global context.

Experiments are a part of practical investigations in the study of Agriculture and Horticulture and may take place on farms, in vineyards, orchards, gardens, laboratories, or other relevant locations, and may use a variety of data-collecting procedures, e.g. soil water or grape sugar estimations.

CONTENT

A list of key questions is used to guide the development of suitable topics for each subject.

ASSESSMENT

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

School-based Assessment

- Practical Skills- 40%
- Skills and Applications Tasks – 30%

External Assessment

- Investigation – 30%

INFORMATION ON THE EXTERNAL ASSESSMENT

The investigation is a report of a maximum of 1000 words for a 10-credit subject, and a maximum of 2000 words for a 20-credit subject.

Students design and conduct investigations based on questions related to agriculture and horticulture.

The investigation is marked by an external assessor appointed by the SACE Board. The teacher and external moderator make a decision about the quality of the school-based assessment tasks with reference to performance standards.

Stage 2 Biology			
Learning Area	Sciences	Credits	20 (full year)

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

To attempt Stage 2 Biology, students should have completed 2 x 10-credits of a science subject. Students who have not fulfilled these requirements should seek guidance from their course counsellor.

Stage 2 Biology is a 20-credit subject.

CONTENT

Stage 2 Biology is organised around the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems

Each theme is divided into the following six threads:

- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness

ASSESSMENT

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

School-based Assessment

- Investigations Folio – 40%
- Skills and Applications Tasks – 30%

External Assessment

- Examination – 30%

INFORMATION ON THE EXTERNAL ASSESSMENT

Examination (3 hours)

The examination consists of:

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

Questions will cover all themes and threads and will include experimental skills.

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

Stage 2 Chemistry			
Learning Area	Sciences	Credits	20 (full year)

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

To attempt Stage 2 Chemistry students should have successfully completed 2x10 credit of stage 1 Chemistry. Students who have not successfully completed these requirements should seek guidance from their course counsellor.

Stage 2 Chemistry is a 20-credit subject.

CONTENT

Stage 2 Chemistry is organised so that each intended student learning is related to a key chemical idea or concept within five topics. Through the study of these key ideas and concepts students develop their chemistry investigation skills.

Topics:

- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry
- Materials

ASSESSMENT

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

School-based Assessment

- Investigations Folio - 40%
- Skills and Applications Tasks - 30%

External Assessment

- Examination - 30%

INFORMATION ON THE EXTERNAL ASSESSMENT

Examination (3 hours)

Students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the five topics and the investigation skills. Students are given a sheet containing a periodic table, standard SI prefixes, and a table showing the relative activities of a number of metals.

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

Stage 2 Creative Arts			
Learning Area	Arts	Credits	20 (full year)

Students undertake the process of investigation, developing and creating individualised products during Stage 2. The chosen products are negotiated and may build on already developed skills or be linked with a practitioner who can help in learning new skills. These may include (but not be limited to) 2D and 3D Digital Art, Game Design, Photographic Products e.g. Calendars, Magazines and Photo Books and Costume Creation.

Students continue to analyse and evaluate creative arts products in different contexts and from various perspectives, and demonstrate their understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Stage 2 Creative Arts can be studied as a 20-credit full year subject.

CONTENT

During the 20-credit subject, the creative arts process guides students through the following learning experiences:

- investigating the creative arts products of past and present practitioners, and their ideas, techniques, styles, and approaches
- conceptualising, designing, and planning creative arts products
- understanding advanced concepts in relevant creative arts disciplines and using this understanding to inform the development and production stages
- developing creative arts products, using imaginative, innovative, and lateral thinking and applying problem-solving skills
- using and refining creative arts techniques, processes, and technologies
- rehearsing, practising, refining, displaying, and/or presenting work to others
- working productively
- reflecting on and evaluating the purpose or function of the creative arts against a personal aesthetic

ASSESSMENT

School Assessment (70%)

- Assessment Type 1: Product 1 & 2 – 50%
(Each with a minimum 10 × A3 folio pages and product creation each)
- Assessment Type 2: Investigation 1 & 2 (1000 words each) - 20%

External Assessment (30%)

- Assessment Type 3: Practical Skills (2000 word evaluation) - 30%

Stage 2 Design and Technology			
Material Products I (Wood)			
Material Products II (Metal)			
Learning Area	Business, Enterprise and Technology	Credits	20 (full year)

Stage 2 Design and Technology - Material Products is a 20-credit subject.

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

Stage 2 Design and Technology provide enrolment options in the following two focus areas:

- Material Products I (Wood) - Furniture
- Material Products II (Metal) – Metal Fabrication

CONTENT

Material Products

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

ASSESSMENT

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

School-based Assessment

- Skills and Applications Tasks – 20%
- Product – 50%

External Assessment

- Folio – 30%

INFORMATION ON THE EXTERNAL ASSESSMENT

Folio

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

The Folio consists of two parts:

- Part 1: Product Design (Documentation and Analysis)
- Part 2: Product Evaluation

Product Design (Documentation and Analysis)

- For a 10-credit and a 20-credit subject, students document investigation and planning skills.
- For a 20-credit subject *only* — when documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

Product Evaluation

Students provide a maximum of twelve pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

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Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.

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

A copy of all student assessments must be kept at the school for moderation purposes.

Stage 2 English			
Learning Area	English	Credits	20 (full year)

Stage 2 English is a 20-credit subject at Stage 2.

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

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

SACE LITERACY REQUIREMENT

Students who complete this subject with a C- grade or better will meet the literacy requirement of the SACE.

CONTENT

The content includes:

- Responding to Texts
- Creating Texts

Responding to Texts

The evaluation of the different ideas, perspectives, and/or aspects of culture represented in texts is achieved through the analysis of purpose, context, and language features through, for example, comparing a feature article or the reporting of current events from different newspapers in diverse cultural communities. Students may also evaluate the use of language features to create meaning, and consider how their own perspectives might influence their responses.

When responding to texts, students compare and contrast the distinctive features of text types from the same or different contexts. This may be done by analysing and evaluating how different authors employ the language features, stylistic features, and conventions of texts when exploring similar themes, ideas, concepts, or aspects of culture. Students compare the contexts in which texts are created and experienced. They also consider how the conventions of text types can be challenged or manipulated.

Creating Texts

Students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language features, stylistic features, and text conventions, students develop their personal voice and perspectives. They demonstrate their ability to synthesise ideas and opinions, and develop complex arguments.

Accurate spelling, punctuation, syntax, and use of conventions should be evident across the range of created texts. Students benefit from modelling their own texts on examples of good practice in the same text type. In creating texts students extend their skills in self-editing and drafting.

EXTERNAL ASSESSMENT

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features and conventions in these texts are used to represent ideas, perspective and/or aspects of culture and to influence audiences. The comparative analysis must be a product of independent study but it is appropriate for teachers to advise and support students in choosing texts to compare. The comparative analysis should be a maximum of 2000 words.

ASSESSMENT

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

School Assessment (70%)

- Responding to Texts - 30%
- Creating Texts - 40%

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External Assessment (30%)

- Comparative Analysis - 30%

Stage 2 Food and Hospitality			
Learning Area	Health and Physical Education	Credits	20 (full year)

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Stage 2 Food and Hospitality

Stage 2 Food and Hospitality can be taken as a 10-credit subject or a 20-credit subject.

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Content

Students study topics within one or more of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

A 10-credit subject includes at least two areas of study.

A 20-credit subject includes all five areas of study.

Assessment

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

School-based Assessment

- Practical Activity (5 assessments) – 50%
- Group Activity (1 assessment) – 20%

External Assessment

- Investigation – 30%

INFORMATION ON THE EXTERNAL ASSESSMENT

Investigation

The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject, and 1000 words for the 10-credit subject. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

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

Stage 2 General Mathematics			
Learning Area	Mathematics	Credits	20 (full year)

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

To attempt Stage 2 Mathematical Applications students should have successfully completed 2 × 10-credits of Stage 1 Mathematical Applications. Students who have not successfully completed these requirements should seek guidance from their course counsellor.

CONTENT

Stage 2 General Mathematics is a 20-credit subject.

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

A problem-based approach is integral to the development of both the models and the associated key concepts in the topics. These topics cover a range of mathematical applications, including linear functions, matrices, statistics, finance, and optimisation.

Stage 2 General Mathematics consists of the following six topics:

1. Modelling with Linear Relationships
2. Modelling with Matrices
3. Statistical Models
4. Financial Models
5. Discrete Models
6. Open Topic

Students study five topics from the list of six topics above. All students must study topic 1, 3, 4, and 5.

ASSESSMENT

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

School-based Assessment

- Skills and Applications Tasks (5 tasks) – 40%
- Mathematical Investigations (2 tasks) – 30%

External Assessment

- Examination – 30%

Stage 2 Mathematical Methods			
Learning Area	Mathematics	Credits	20 (full year)

Mathematical Methods is a 20-credit subject at Stage 2.

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

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

To attempt Stage 2 Mathematical Studies students should have successfully completed 2x10 credit of stage 1 Mathematical Studies. Students who have not successfully completed these requirements should seek guidance from their course counsellor.

CONTENT

Stage 2 Mathematical Methods consists of the following six topics:

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals.

ASSESSMENT

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

School-based Assessment

- Skills and Applications Tasks (6 tasks) – 50%
- Mathematical Investigation (1 task) – 20%

External Assessment

- Examination – 30%

Stage 2 Modern History			
Learning Area	Humanities and Social Sciences	Credits	20 (full year)

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

Stage 2 Modern History is a 20-credit subject.

CONTENT

Students study:

- one topic from a choice of six thematic studies
- one topic from a choice of five depth studies
- an individual history essay

Thematic Study

Possible Topics:

- Pain and Gain: Modernisation and Society since c. 1700
- Intruders and Registers: Imperialism and its Impact since c. 1500
- Revolutions and Turmoil: Social and Political Upheavals since c. 1500
- A Sense of Belonging: Groups and Nations since c. 1500
- The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500
- Slaves, Serfs, and Emancipation: Forced Labour since c. 1500.

Depth Study

Possible Topics:

- Public and Private Lives: A Social and Political History of Women since c. 1750
- The War to End all Wars: The First World War and its Consequences, c.1870–1929
- An Age of Catastrophes: Depression, Dictators, and the Second World War, c. 1929–45
- Post-war Rivalries and Mentalities: Superpowers and Social Change since c. 1945
- Persecution and Hope: Power and Powerlessness in Society since c. 1500

Individual History Essay

Students choose a key area for inquiry from either one of the eleven topics or an area of interest relevant to Modern History since c. 1500.

ASSESSMENT

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

School-based Assessment

- Folio – 50%
- Essay – 20%

External Assessment

- Examination – 30%

INFORMATION ON THE EXTERNAL ASSESSMENT**Examination (3 hours)**

The 3-hour external examination consists of three parts:

- Part 1: Thematic Study
- Part 2: Depth Study
- Part 3: Sources Analysis

Part 1: Thematic Study

This part of the examination will focus on the key areas for inquiry in the thematic study. Students are required to answer one essay question.

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Part 2: Depth Study

This part of the examination will focus on the key areas for inquiry in the depth study. Students are required to answer one essay question.

Part 3: Sources Analysis

The part of the examination will focus on the skills of sources analysis. Students are required to answer the sources analysis question.

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

Stage 2 Physical Education

Learning Area	Health and Physical Education	Credits	10 (one semester)
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In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

Stage 2 Physical Education is a 20-credit subject.

CONTENT

Stage 2 Physical Education consists of two key areas of study and related key concepts:

- Practical Skills and Applications
- Principles and Issues

Practical Skills and Applications

Students complete *three* practicals that are balanced across a range of individual, fitness, team, racket, aquatic, and outdoor activities and that cater for the different skills, interests of the students.

Principles and Issues (consists of the following three topics)

- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis

Topics include:

Exercise Physiology and Physical Activity

- Key Concept 1: The sources of energy affecting physical performance
- Key Concept 2: The effects of training and evaluation on physical performance
- Key Concept 3: The specific physiological factors affecting performance

The Acquisition of Skills and the Biomechanics of Movement

- Key Concept 1: Skill acquisition
- Key Concept 2: Specific factors affecting skill learning
- Key Concept 3: The effects of psychology of learning on the performance of physical skills
- Key Concept 4: The ways in which biomechanics improve skilled performance

Issues Analysis

Students analyse and interpret their findings from investigating a chosen issue.

Topics focus on physical activity and could include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Sport in Australian Context • Declining Involvement in Physical Activity • Corruption • Disability and Sport • Professionalism • Culture/Race Relations • Gender • Equity • Commercialism | <ul style="list-style-type: none"> • Genetics • Historical and Indigenous Factors • The Community and Recreation • Children and Competitive Sport • The Science of Drugs • Technology • Media • Injury Prevention and Rehabilitation • Contemporary Innovations in Training |
|---|--|

ASSESSMENT

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

School-based Assessment

- Practical – 50%

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- Folio – 20%

External Assessment

- Examination – 30%

A copy of student assessments must be kept at the school for moderation purposes.

INFORMATION ON THE EXTERNAL ASSESSMENT

Examination

Students undertake a 2 hour external examination, which is divided into two parts:

- Part 1: Short Answer Questions
- Part 2: Extended Response Questions

The examination covers the content of the 'Exercise Physiology and Physical Activity' and 'The Acquisition of Skills and the Biomechanics of Movement' topics.

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

Stage 2 Physics			
Learning Area	Sciences	Credits	20 (full year)

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations

To attempt Stage 2 Physics students should have successfully completed 2x10 credit of stage 1 Physics. Students who have not successfully completed these requirements should seek guidance from their course counsellor

Stage 2 Physics is a 20-credit subject.

CONTENT

Stage 2 Physics is organised into four sections. Each section is divided into four topics. Each topic includes an application.

Section:

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

ASSESSMENT

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

School-based Assessment

- Investigations Folio – 40%
- Skills and Applications Tasks – 30%

External Assessment

- Examination – 30%

INFORMATION ON THE EXTERNAL ASSESSMENT

Examination (3 hours)

Students undertake a 3-hour written examination consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response, and graphical interpretation. Questions will cover all topics, including the applications and experimental skills, and some may require students to integrate their knowledge from a number of topics.

An equation sheet will be included in the examination question booklet.

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

Stage 2 Research Project			
Learning Area	Cross-disciplinary	Credits	20 (full year)

The Research Project is a **compulsory 10-credit Stage 2 subject** that students need to complete with a 'C-' grade or better to achieve the SACE.

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare for further education, training or work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be inventive and solve problems.

The Research Project can take many forms, for example:

- Community-Based Projects
- Technical or Practical Activities
- Work-Related Research
- Subject-Related Research

In this subject students will have opportunities to develop 7 capabilities

- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and Social
- Ethical Understanding
- Inter-Cultural Understanding

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. Students may choose one or more capabilities to focus on as part of their study.

Students receive a result in either Research Project A, or Research Project B depending on the external assessment chosen.

Research Project A has an external assessment, called a Review, that may be undertaken in a range of formats.

Research Project B, which has an external assessment, called an Evaluation, that must be undertaken in written form, is for students wishing to include the subject in the calculation of their Tertiary Entrance Rank (TER).

CONTENT

Students present evidence that demonstrates the following parts:

- Initiating and planning the research
- Developing the research
- Producing and substantiating a research outcome
- Evaluating the research

ASSESSMENT

School Based Assessment

- Folio (Proposal; Research Development; Discussion) – 30%
- Outcome – 40%

External Assessment

- Evaluation – 30%

INFORMATION ON THE EXTERNAL ASSESSMENT

Students are required to provide an evaluation of their project, that is, to review and reflect on the development and demonstration of the selected capability or capabilities, the research processes used, and their findings.

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The student's evaluation of their research project is an opportunity to review and evaluate their learning at each phase of the research framework and to reflect on the overall learning experience. Students should include in the evaluation:

- an explanation of how their thinking has been challenged
- an evaluation of the selected capability or capabilities and its relevance to their research project
- a reflection on the value of their research project to themselves and others
- an assessment of the strengths and limitations of the research processes, new ideas, new insights, and findings.

Students submit a written context statement with the evaluation for assessment. The written context statement (150 words) is an opportunity for students to summarise succinctly the focus of their research project, research processes used, and their findings. The written context statement helps to provide a context for the external assessor.

Research Project A: One Format or a Combination of Written, Visual, and Oral Formats

Students choose whether they present their evaluation in one format or in a combination of written, visual, and oral formats. Students choose the best way to present their particular evidence of evaluation (e.g. multimedia recording, printed document) for external assessment.

The evaluation, no matter the form of presentation, should not exceed 1500 words or 10 minutes of recorded multimedia material or equivalent (excluding the written context statement).

Research Project B: Common Written Component for Tertiary Entrance Rank (TER)

Students who wish to count their score in this subject towards the TER must present **their final evaluation evidence in written form**. The common written assessment component can include visual material such as photographs and diagrams integrated into the written text, which should be a maximum of 1500 words, excluding the written context statement.

VET - Stage 2 Doorways to Construction Plus (D2C +)			
Learning Area	VET – Building & Construction	Credits	To be negotiated as part of Stage 2 requirements

Doorways 2 Construction Plus, or D2C+ as it is commonly referred to, is the delivery of some Certificate III in Construction Pathways units for the building and construction industry. It will further prepare students for the building and construction industry as a career option, improve the entry level training opportunities and promote greater chances for employment in the building and construction industry. D2C+ supports the recruitment and induction of young people into the building and construction industry.

PREREQUISITE

Students must have successfully undertaken the D2C program at Stage 1 (Year 11)

CONTENT

D2C Plus may include units of Cert III Competencies in Trade of choice where possible.

These may include

- Brick and Block
- Wall and Floor Tiling
- Wall and Ceiling Lining
- Carpentry
- Painting and decorating

Short Course options may include units such as

- Working at Heights
- Work in Confined Spaces

PATHWAY:

- Students complete Certificate III Construction units to contribute to the completion of the SACE.

Stage 2 Visual Arts			
Learning Area	Arts	Credits	20 (full year)

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.

Stage 2 Visual Arts

Stage 2 Visual Arts can be studied as a 10-credit subject or a 20-credit subject. Students can enrol in Visual Arts – Art and/or Visual Arts – Design.

CONTENT

For both 10-credit and 20-credit programs, with a focus on either art or design, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

ASSESSMENT

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

School-based Assessment

- Folio – 40%
- Practical – 30%

External Assessment

- Visual Study – 30%

INFORMATION ABOUT THE SCHOOL BASED ASSESSMENT

All practical work produced by Stage 2 students will be exhibited in the annual GHS Art Exhibition as part of the final assessment process. From this exhibition work will be photographed and sent to Adelaide for moderation.

Student Practical work will be moderated centrally in Adelaide rather than by visit moderation at Gladstone. Both the Folios & photographic evidence of the practical work will be sent to Adelaide to be moderated by a team of SACE Board appointed moderators who will ensure that teacher marks are in line with SACE standards.

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

For a 10 credit course, students submit one practical work with one folio of a maximum of 20 × A3 pages.

For a 20 credit course, students submit 2 practical works and 2 folios totalling a maximum of 40 × A3 pages.

INFORMATION ON THE EXTERNAL ASSESSMENT

Visual Study

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

Students are to provide an A3 folio or CD or DVD with photographs of their visual explorations. Audiovisual electronic format may be necessary if the study idea is a practical application in three dimensions, for example, model making, sculpture, installation, performance, or body art. The A3 folio, CD or DVD should contain written or

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verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions.

For 10-credit subjects, students submit a maximum of 10 × A3 pages (or equivalent), of visual study, integrated with no more than 1000 words or 6 minutes of recorded oral explanation.

For 20-credit subjects, students submit no more than 20 × A3 pages (or equivalent) of visual study, integrated with no more than 2000 words or 12 minutes of recorded oral explanation.

The visual study is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor do not confer but make a decision about the quality of the visual study with reference to performance standards.

Stage 2 Workplace Practices			
Learning Area	Business, Enterprise and Technology	Credits	20 (full year)

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Stage 2 Workplace Practices can be studied as a 10-credit subject or a 20-credit subject.

At Stage 2 there are three enrolment options:

- Workplace Practices A (10-credits)
- Workplace Practices B (10-credits)
- Workplace Practices (20-credits)

At Stage 2, students can undertake up to 40 credits of this subject (i.e. Workplace Practices A, Workplace Practices B, and Workplace Practices).

CONTENT

There are three focus areas of study of this subject:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

For both a 10-credit and 20-credit subject, students must include the following areas of study:

- Industry and Work Knowledge
- Vocational Learning and/or Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students undertaking:

Workplace Practices A (10-credits) and/or Workplace Practices B (10 credits), study two or more negotiated topics in each subject.

Workplace Practices (20-credits), study the three or more topics from the list below:

- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topic

ASSESSMENT

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

School-based Assessment

- Folio – 25%
- Performance – 25%
- Reflection – 20%

External Assessment

- Investigation – 30%

INFORMATION ON THE EXTERNAL ASSESSMENT

Investigation

The Investigation may be either a practical investigation or an issues investigation.

- *Practical Investigation* – Students undertake a practical investigation based on a product, task, or service in which they have been involved. The practical investigation may be presented in written, oral or multimodal

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form. Students complete a report on their practical investigation in which they document the process of planning, making, delivering, and evaluating.

The report should be up to a maximum of 1000 words for a 10-credit subject, or 2000 words for a 20-credit subject, if in written form, or the equivalent in other forms.

Issues Investigation

Students undertake an investigation of a local, national, and/or global issue, culture or environment relating to the focus industry. It should be based on one or more of the topics studied. The issues investigation may be presented in written, oral or multimodal form.

The report should be up to a maximum of 1000 words for a 10-credit subject, or 2000 words for a 20-credit subject, if in written form, or the equivalent in other forms.

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