



**HAMILTON**  
**SECONDARY COLLEGE**

**2022**

**Senior Secondary  
Subjects**

# SACE

The South Australian Certificate of Education (SACE) is awarded to students who successfully complete certain requirements in their senior secondary education. SACE is a requirement for those who wish to go on to higher education on the basis of an ATAR (Australian Tertiary Admissions Rank) gained from the completion of Stage 2 subjects.

Hamilton SACE Campus offers a wide selection of subjects to suit students wishing to engage in SACE studies.

SACE study can be designed to meet every student's needs – whether they want to go to university, study a trade, or to go into the workforce.

Hamilton has a broad range of subjects in the SACE that allows people with varying skills and interests to participate. In addition to the traditional subjects, we also offer an array of VET-based subjects that can contribute to a SACE with an embedded Certificate II or III. For more information about the SACE visit [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

For more information about the VET Programs available in our region visit

[www.hamcoll.sa.edu.au/our\\_school/publications](http://www.hamcoll.sa.edu.au/our_school/publications) and select Inner South Schools VET Programs.

## Achieving the SACE

To gain the SACE, students complete the equivalent of two years of full-time study.

There are two stages to the SACE:

- Stage 1, also known as Year 11, and
- Stage 2, also known as Year 12.

Each subject or course successfully completed earns credits towards the SACE. At least 200 credits are required for students to gain the certificate. Ten credits are equal to one semester, or two terms, of study in a subject, and 20 credits are equal to a full-year subject.

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

Compulsory parts of the SACE are:

- **Literacy** – at least 20 credits from a range of English subjects or courses (Stage 1)
- **Numeracy** – at least 10 credits from a range of Mathematics subjects or courses (Stage 1)
- **Research Project** – an in-depth major project (10 credits at Stage 2) completed in Semester 1.
- **Personal Learning Plan** – 10 credits
- Other Stage 2 subjects totalling at least 60 credits

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or board-recognised courses of a student's choice

## VET in SACE

Students achieving VET competencies can have these recorded in the SACE Board database to count towards their SACE completion.

Competency completion will equate to SACE credits.

When a student achieves a full VET Certificate, the SACE Board uses their Recognition Register to ascertain the number of credits awarded.

Full certificates can take the place of SACE Board subjects. They can also contribute in some circumstances to an ATAR for University admission.

Please discuss your interests with a counsellor.

# Welcome to the SACE



The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip you with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

## Learning at the pace of change

The SACE has evolved to provide you with **more flexibility** to choose subjects that reflect your interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies.

SACE subjects are made up of investigations, performances, and other assessment tasks to demonstrate your skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam **worth a maximum of 30%** of the overall grade.



## Your SACE journey

To complete the qualification, you will need to attain **200 credits** from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. **Here's how it works.**

### COMPULSORY SUBJECTS

#### 50 credits

- The Personal Learning Plan (PLP) (10 credits)
- Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2
- The Research Project (10 credits)

### STUDENT SELECTED SUBJECTS

#### 90 credits

Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.

#### 60 credits

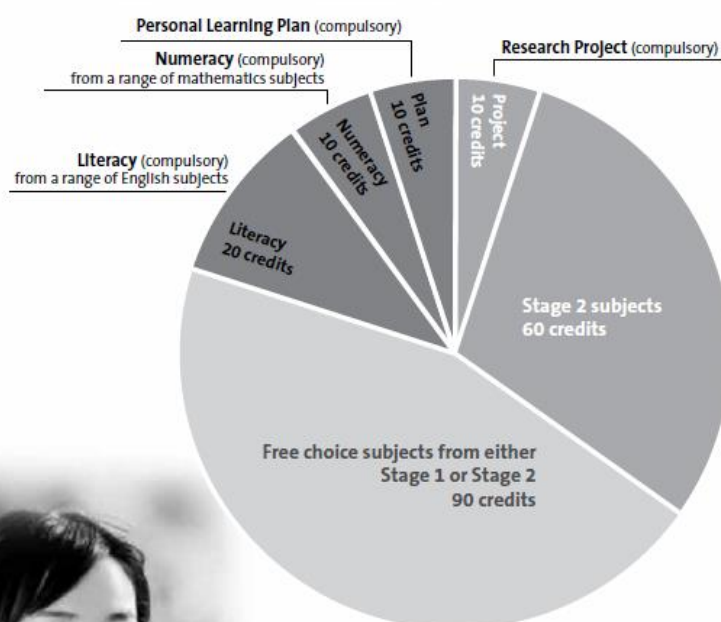
Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total.

Stage 2 subjects are externally assessed by the SACE Board of South Australia.

## SACE structure and requirements

### Stage 1 – Years 10 & 11

### Stage 2 – Year 12



SACE = 200 credits

Compulsory Stage 1 = 40 credits

Compulsory Stage 2 = 70 credits

Free choice = 90 credits

## Entry into higher education through SACE

Selection into university courses in South Australia and across Australia is based on both eligibility and rank.

To be eligible for selection into university you must:

- qualify for the SACE
- obtain an ATAR (Australian Tertiary Admissions Rank)
- meet any prerequisite requirements for the program

To obtain a university aggregate and an ATAR for tertiary access you must:

- qualify for the SACE
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study at Stage 2 of which 60 credits must be 20 credit Tertiary Admissions Subjects (TAS) from a maximum of three attempts which need not be in consecutive years.

The other 30 credits must be from TAS subjects and up to 20 credits of Recognised Studies (eg VET).

## Stage 1

Year 11 students will study a total of six subjects each semester, including English and Mathematics.

All students select a full program of subjects at the time of course counselling. Students who apply for and are accepted in to a VET course will then have their program adjusted in consultation with College staff.

## Definitions

Subjects with 1 or 2 must be studied for the full year in order to continue with this subject in Year 12.

Subjects with A or B can be studied for the full year, or for one semester. In most cases, the College recommends a subject with A or B should be studied for the full year if the student intends to study this subject at Year 12.

## Stage 2

Year 12 students study a total of five subjects in Semester One (Research Project and four full year subjects).

When students successfully complete Research Project with a C- or better grade at the end of Semester One they then continue to study four full year subjects for the remainder of the year.

All students select a full program of subjects at the time of course counselling students who apply for and are accepted in to a VET course will have their program adjusted in consultation with College staff.

# Table of Contents

## Stage 1

Stage 1 Aerospace Studies.....	1
Stage 1 Biology A .....	2
Stage 1 Biology B .....	3
Stage 1 Chemistry 1 .....	4
Stage 1 Chemistry 2 .....	5
Stage 1 English .....	6
Stage 1 English as an Additional Language or Dialect .	7
Stage 1 Essential English.....	8
Stage 1 Food and Hospitality A/B .....	9
Stage 1 Health and Wellbeing A .....	10
Stage 1 Health and Wellbeing B .....	11
Stage 1 Mathematical Methods 1 .....	12
Stage 1 Mathematical Methods 2 .....	13
Stage 1 Maths Essentials A/B .....	14
Stage 1 Maths General A .....	15
Stage 1 Maths General B .....	16
Stage 1 Maths Specialist .....	17
Stage 1 Metal Technology 1/2.....	18
Stage 1 Modern History.....	19
Stage 1 Multimedia A/B.....	20
Stage 1 Music Experience 1/2 .....	21
Stage 1 Photography A/B.....	22
Stage 1 Physics 1.....	23
Stage 1 Physics 2.....	24
Stage 1 Psychology A/B .....	25
Stage 1 Society and Culture.....	26
Stage 1 Sports Studies (Integrated Learning) A/B .....	27
Stage 1 Visual Art A/B.....	28
Stage 1 Woodwork Furniture Construction 1/2 .....	29

## Stage 2

Stage 2 Biology.....	30
Stage 2 Chemistry .....	31
Stage 2 English .....	32
Stage 2 English as an Additional Language or Dialect	33
Stage 2 Essential English .....	34
Stage 2 Food and Hospitality .....	35
Stage 2 Health and Wellbeing.....	36
Stage 2 Mathematical Methods.....	37
Stage 2 Maths Essentials.....	38
Stage 2 Maths General.....	39
Stage 2 Maths Specialist .....	40
Stage 2 Metal Technology.....	41
Stage 2 Multimedia (Creative Arts).....	42
Stage 2 Music Experience .....	43
Stage 2 Photography.....	44
Stage 2 Physics .....	45
Stage 2 Psychology.....	46
Stage 2 Research Project.....	47
Stage 2 Society and Culture .....	48
Stage 2 Sports Studies (Integrated Learning).....	49
Stage 2 Visual Arts - Art.....	50
Stage 2 Woodwork (Construction Technology) .....	51

*The information in this booklet is correct at the time of printing. Courses offered are subject to change as students' needs and College resources are finalised for the 2022 academic year.*

Subject	Stage 1 Aerospace Studies
Description	<p><b>1 Semester</b></p> <p>Aerospace is the framework that enables students to engage in inquiry-based learning and develop their understanding of aerospace concepts through mainly practical activities.</p> <p>The two main topics are:</p> <ul style="list-style-type: none"> <li>• Aerodynamics (Atmospheric flight)</li> <li>• Astrodynamics (Space flight)</li> </ul>
Assessment	<p>Assessment task types:</p> <ol style="list-style-type: none"> <li>1. Inquiry folio involving three parts: <ul style="list-style-type: none"> <li>• Practical investigation: Design task</li> <li>• Theoretical investigation: Analysis and interpretation task</li> <li>• Science as a human endeavour investigation</li> </ul> </li> <li>2. Collaborative inquiry.</li> </ol>
Notes	<p>Pathway: This subject is designed for students who have a passion for scientific methods (in any science subject) or engineering design processes that are fundamental to investigations, or who have an interest in flight or space. This subject continues through to Stage 2 and develops skills that are useful for any industry that collects data and analyses results.</p>

Subject	Stage 1 Biology A
Description	<p><b>Must also choose Biology in Semester 2</b></p> <p>Biology is a 10-credit subject or a 20-credit subject at Stage 1 and a 20-credit subject at Stage 2.</p> <p>The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.</p> <p>Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.</p> <p>In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.</p> <p>Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving everyday and complex problems and challenges. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning from these approaches to their own scientific thinking.</p> <p>In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.</p>
Assessment	<p>Biology is a 10-credit</p> <p>The topics in Stage 1 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.</p> <p>The three strands of science to be integrated throughout student learning are:</p> <p style="padding-left: 40px;">* science inquiry skills * science as a human endeavour * science understanding.</p> <p>The topics for Stage 1 Biology are:</p> <p>Topic 1: Cells and microorganisms</p> <p>Topic 2: Infectious disease</p> <p>For a 10-credit subject, students study a selection of concepts from at least two of these topics.</p>
Notes	<p>Students intending to study Biology at Stage 2 should complete two semesters of Biology at Stage 1.</p>

<b>Subject</b>	<b>Stage 1 Biology B</b>
Description	<p>Biology is a 10-credit subject at Stage 1.</p> <p>The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.</p> <p>Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.</p> <p>In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.</p> <p>Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving everyday and complex problems and challenges. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning from these approaches to their own scientific thinking.</p> <p>In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.</p>
Assessment	<p>Biology is a 10-credit subject.</p> <p>The topics in Stage 1 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.</p> <p>The three strands of science to be integrated throughout student learning are:</p> <p style="padding-left: 40px;">* science inquiry skills * science as a human endeavour * science understanding.</p> <p>The topics for Stage 1 Biology B are:</p> <p>Topic 1: Multicellular organisms</p> <p>Topic 2: Biodiversity and ecosystem dynamics</p> <p>For a 10-credit subject, students study a selection of concepts from the above topics.</p>
Notes	<p>Students intending to study Biology at Stage 2 should complete two semesters of Biology at Stage 1.</p>



Subject	Stage 1 Chemistry 1
Description	<p><b>Students must also choose Chemistry 2 in Semester 2.</b></p> <p>Students must pick Chemistry 1 and 2 which will provide them with a total of 20 credits.</p> <p>In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.</p> <p>Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.</p> <p>Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).</p> <p>Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.</p>
Assessment	<p>The following assessment will be undertaken in Stage 1 Chemistry:</p> <p>Chemistry 1 is a pre-requisite subject for Chemistry 2</p> <p>The topics in Stage 1 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.</p> <p>The three strands of science to be integrated throughout student learning are:</p> <ul style="list-style-type: none"> <li>• science inquiry skills</li> <li>• science as a human endeavour</li> <li>• science understanding.</li> </ul> <p>The topics for Stage 1 Chemistry are:</p> <p>Topic 1: Materials and their atoms</p> <p>Topic 2: Combinations of atoms</p> <p>Topic 3: Molecules</p> <p>For a 10-credit subject, students study a selection of concepts from the above topics.</p>
Notes	Appropriate covered footwear required.

Subject	Stage 1 Chemistry 2
Description	<p><b>Students must have done Chemistry 1.</b></p> <p>For students who have completed Chemistry 1 . Will provide them with a total of 20 credits</p> <p>In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet’s resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.</p> <p>Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.</p> <p>Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).</p> <p>Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.</p>
Assessment	<p>The following assessment will be undertaken in Stage 1 Chemistry:</p> <p>Chemistry 1 is a pre-requisite subject for Chemistry 2</p> <p>The topics in Stage 1 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.</p> <p>The three strands of science to be integrated throughout student learning are:  * science inquiry skills * science as a human endeavour * science understanding.</p> <p>The topics for Stage 1 Chemistry 2 are:</p> <ul style="list-style-type: none"> <li>• Topic 1: Mixtures and solutions</li> <li>• Topic 2: Acid and bases</li> <li>• Topic 3: Redox reactions</li> </ul> <p>For a 10-credit subject, students study a selection of concepts from the above topics.</p>
Notes	<p>Semester 1 Chemistry 1 is a pre-requisite for this subject.</p> <p>Total full year credits for Chem1 and Chem 2 is 20 credits in total</p> <p>Appropriate covered footwear required.</p>

Subject	Stage 1 English
Description	<p>Students will learn a range of research and analysis skills in response to a range of texts including novels, plays, short stories, poetry and various media texts such as newspapers, film and television. They then apply this knowledge and understanding, to produce texts of their own for a variety of purposes and audiences. Connections are made between different texts in terms of the different techniques which writers use to deal with themes and issues. There is an emphasis on the further development of skills in reading, writing, listening and speaking in a variety of situations.</p>
Assessment	<p>The following assessment types enable students to demonstrate their learning in Stage 1 English:</p> <ul style="list-style-type: none"> <li>• Assessment Type 1: Responding to Texts</li> <li>• Assessment Type 2: Creating Texts</li> <li>• Assessment Type 3: Intertextual Study</li> </ul>
Notes	<p>Twenty credits of Literacy are compulsory for SACE acquisition. It is required that all students complete two units at Stage 1.</p>

<b>Subject</b>	<b>Stage 1 English as an Additional Language or Dialect</b>
Description	<p>English as an Additional Language or Dialect (formerly ESL) can be chosen in place of English A and B for students who are eligible. Students who first learned a language other than English study EALD and are seeking development of English language skills.</p> <p>Students will complete a number of topics. Within each of these topics there will be the opportunity for students to develop and improve their written and spoken skills.</p> <p>Writing letters and essays, presenting oral and written reports, holding discussions, reviewing and critical literacy are some of the skills to be developed.</p>
Assessment	<p>The following assessment types enable students to demonstrate their learning in Stage 1 English as an Additional Language:</p> <ul style="list-style-type: none"> <li>• Assessment Type 1: Responding to Texts</li> <li>• Assessment Type 2: Interactive Study</li> <li>• Assessment Type 3: Language Study.</li> </ul>
Notes	<p>Twenty credits of Literacy are compulsory for SACE acquisition. It is required that all students complete two units at Stage 1. All students who want to enrol in an English as an Additional Language subject will be required to apply to the SACE Board for eligibility. Translations of SACE information materials can be provided upon request.</p>

Subject	Stage 1 Essential English
Description	Students consider a variety of ways in which texts communicate information, ideas, and perspectives. Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts. Students recognise and use textual conventions and language features to communicate information and ideas that convey simple and complex thoughts in a range of mediums and digital technologies.
Assessment	<p>The following assessment types enable students to demonstrate their learning in Stage 1 Essential English:</p> <ul style="list-style-type: none"> <li>• Assessment Type 1: Responding to Texts</li> <li>• Assessment Type 2: Creating Texts.</li> </ul>
Notes	Twenty credits of Literacy are compulsory for SACE acquisition. It is required that all students complete two units at Stage 1.

Subject	Stage 1 Food and Hospitality A/B
Description	<p>The course focuses on understanding the Food and Hospitality industry's response to the world around them, looking at current and emerging food trends, as well as preparing food with the Food Safety Standards in mind. The course also focuses on factors which influence the food choices of individuals and families.</p> <p>Five areas of study:</p> <ul style="list-style-type: none"> <li>• <b>Food</b>, the Individual, and the Family</li> <li>• Local and Global Issues in Food and Hospitality</li> <li>• Trends in Food &amp; Culture</li> <li>• Food &amp; Safety</li> <li>• Food &amp; Hospitality Industry</li> </ul>
Assessment	<p>*Practical Activity 50%</p> <p>*Group Activity 20%</p> <p>* Investigation 30%</p>
Notes	<p>WHS requirements in keeping with hospitality industry standards, including proper footwear and short fingernails free of polish.</p>

Subject	Stage 1 Health and Wellbeing A
Description	<ul style="list-style-type: none"> <li>• In Stage 1 Health and Wellbeing, students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society.</li> <li>• In Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.</li> <li>• Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities, and global society.</li> <li>• Health and Wellbeing A focuses on the following topics: <ul style="list-style-type: none"> <li>• Mental Health Issues</li> <li>• Body Image</li> <li>• Risk Taking Behaviour</li> </ul> </li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Assessment Type 1: Practical Action</li> <li>• Road Awareness Program (RAP) Social Action Poster (30%)</li> <li>• Body Image Group Task Presentation (30%)</li> <li>• Assessment Type 2: Inquiry</li> <li>• Mental Health Issue Inquiry (40%)</li> </ul>
Notes	<p>This course aims to give students the required understanding and skills to succeed in Stage 2 Health and Wellbeing.</p> <p>It is recommended that students undertake this subject if they intend to choose Stage 2 Health.</p>

Subject	Stage 1 Health and Wellbeing B
Description	<ul style="list-style-type: none"> <li>• In Stage 1 Health and Wellbeing, students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society.</li> <li>• In Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.</li> <li>• Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities, and global society.</li> <li>• Health and Wellbeing A focuses on the following topics: <ul style="list-style-type: none"> <li>• Personal Lifestyle Choices</li> <li>• Sexual Health and Relationships</li> <li>• Current Media Trends</li> </ul> </li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Assessment Type 1: Practical Action</li> <li>• Personal Health Action (30%)</li> <li>• Sexual Health Awareness Group Task Presentation (30%)</li> <li>• Assessment Type 2: Inquiry</li> <li>• Current Media Trends Issue Inquiry (40%)</li> </ul>
Notes	<p>This course aims to give students the required understanding and skills to succeed in Stage 2 Health and Wellbeing.</p> <p>It is recommended that students undertake this subject if they intend to choose Stage 2 Health and Wellbeing.</p>



Subject	Stage 1 Mathematical Methods 1
Description	<p>This course is one of two designed to give students the required skills and understandings in preparation for Maths Methods at Stage 2. Students choosing this course need to have shown a high degree of competence (at least a B grade) in Year 10 Maths and also in Year 10 Extension Maths in the second semester.</p> <p>The topics covered may include:</p> <ul style="list-style-type: none"> <li>• Functions &amp; Graphs</li> <li>• Polynomials (including Quadratics)</li> <li>• Trigonometry</li> </ul>
Assessment	<p>Topics will be assessed using three types of tasks:</p> <ul style="list-style-type: none"> <li>• Skills Assessment Tasks (e.g. tests)</li> <li>• Folio Tasks (e.g. Investigations)</li> <li>• Exam</li> </ul>
Notes	<p>Students intending to study Stage 2 Mathematical Methods must satisfactorily complete Stage 1 Mathematical Methods 1 and 2. It is also required they study Stage 1 Specialist Maths in the second semester.</p> <p>Students intending to study Stage 2 Specialist Mathematics must also satisfactorily complete Stage 1 Specialist Mathematics. Students must achieve an A or B grade in both Methods and Specialist in Stage 1 to be recommended for Stage 2 Methods (and Stage 2 Specialist Mathematics).</p> <p>It will be assumed that students have a graphics calculator. If you are thinking of purchasing a graphics calculator it would be advisable to first check with your Maths teacher for suitability, price etc.).</p>

Subject	Stage 1 Mathematical Methods 2
Description	<p>This course is the second of two designed to give students the required skills and understandings in preparation for Maths Methods at Stage 2. Students choosing this course need to have shown a high degree of competence (at least a B grade) in Year 10 Maths and also in Year 10 Extension Maths in the second semester.</p> <p>The topics covered may include:</p> <ul style="list-style-type: none"> <li>• Counting &amp; Statistics</li> <li>• Introduction to Differential Calculus</li> <li>• Growth &amp; Decay</li> </ul>
Assessment	<p>Topics will be assessed using three types of tasks:</p> <ul style="list-style-type: none"> <li>• Skills Assessment Tasks (e.g., tests)</li> <li>• Folio tasks (e.g. Investigations)</li> <li>• Exam</li> </ul>
Notes	<p>Students intending to study Stage 2 Mathematical Methods must satisfactorily complete Stage 1 Mathematical Methods 1 and 2. It is also required they study Stage 1 Specialist Maths in the second semester.</p> <p>Students intending to study Stage 2 Specialist Mathematics must also satisfactorily complete Stage 1 Specialist Mathematics. Students must achieve an A or B grade in both Methods and Specialist in Stage 1 to be recommended for Stage 2 Methods (and Stage 2 Specialist Mathematics).</p> <p>It will be assumed that students have a graphics calculator. If you are thinking of purchasing a graphics calculator it would be advisable to first check with your Maths teacher for suitability, price etc.).</p>

Subject	Stage 1 Maths Essentials A/B
Description	<p>This subject is designed for :</p> <p>(1) students who are seeking to meet the minimum SACE numeracy requirement (students are required to successfully complete only 1 Semester of Stage 1 Maths for SACE);</p> <p>(2) students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts, in flexible and resourceful ways. This subject leads to Stage 2 Essential Mathematics.</p> <p>In Stage 1 and Stage 2 Essential Mathematics the content structure may include an Open Topic to increase the flexibility for teachers to design programs that best meet the needs and interests of their students.</p> <p>It may include:</p> <ul style="list-style-type: none"> <li>• Calculations, Time and Ratio (Topic 1) : Gaining fluency in everyday numeracy skills.</li> <li>• Earning and Spending (Topic 2): Ways of earning; awards, payroll, calculations; income tax; methods of payment; value for money, discounts, unit pricing, budgets.</li> <li>• Statistics (Topic 4): Collection, representation of data; reading, interpreting, drawing graphs; mean, mode, median.</li> <li>• Measurement (Topic 5): Metric systems, scales, plans; scale factor, enlargements; perimeter; area, volume, capacity, time.</li> <li>• Investing (Topic 6) : Calculations and evaluation of investments and credit with emphasis on use of technology.</li> </ul>
Assessment	<p>Topics will be assessed using three types of tasks:</p> <ul style="list-style-type: none"> <li>• Skills and Applications Assessment Tasks (e.g., tests, class tasks and assignments)</li> <li>• Folio Tasks</li> <li>• Projects</li> </ul> <p>Student work will be moderated by the SACE Board to finalise grades.</p>
Notes	<p>For students with limited achievement in Year 10 Mathematics. It is designed for students who may wish to conclude their studies in Maths after this course, or to study Essential Mathematics at Stage 2.</p>

Subject	Stage 1 Maths General A
Description	<p>General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. 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. Greater emphasis will be placed on topics leading to careers and/or study in the world of Business. Content may include an Open Topic to increase the flexibility for teachers to design programs that best meet the needs and interests of their students.</p> <p>Successful completion General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.</p> <p>It may include:</p> <ul style="list-style-type: none"> <li>• Earning and Spending (Topic 1): Ways of earning; awards, payroll, calculations; income tax; methods of payment; value for money, discounts, unit pricing, budgets.</li> <li>• Measurement (Topic 2): Metric systems, scales, plans: scale factor, enlargements; perimeter; area, volume, capacity.</li> </ul>
Assessment	<p>Topics will be assessed using three types of tasks:</p> <ul style="list-style-type: none"> <li>• Skills and Applications Assessment Tasks (e.g., tests, assignments, exam)</li> <li>• Investigations</li> </ul>
Notes	<p>Students intending to study Essential Mathematics at Stage 2 are advised to study both units of Stage 1 General Mathematics (Business or Industry).</p>

Subject	Stage 1 Maths General B
Description	<p>General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. 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. Content may include an Open Topic to increase the flexibility for teachers to design programs that best meet the needs and interests of their students.</p> <p>This second unit builds on the skills and knowledge in Part A, and is recommended for students wishing to study Stage 2 Essential Maths. Successful completion General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.</p> <p>It may include:</p> <ul style="list-style-type: none"> <li>• Saving and Borrowing (Topic 5): Simple interest; compound interest; investment; interest charges; repayment tables.</li> <li>• Data in Context (Topic 3)</li> <li>• Statistics (Topic 7): Collecting, displaying data; mean, mode, median; variances, standard deviation; interquartile range, stem/box plots.</li> </ul>
Assessment	<p>Topics will be assessed using three types of tasks:</p> <ul style="list-style-type: none"> <li>• Skills and Applications Assessment Tasks (e.g., tests, assignments, exam)</li> <li>• Investigations</li> </ul>
Notes	<p>Students intending to study Essential Mathematics at Stage 2 are advised to study both units of Stage 1 General Mathematics. Students will need to have successfully completed Year 10 Mathematics to be recommended for Stage 1 General Mathematics. A strong pass in Stage 1 General Mathematics will be a prerequisite for students entering Stage 2 General Mathematics.</p>

Subject	Stage 1 Maths Specialist
Description	<p>This course is one of a group designed to give students the required skills and understandings in preparation for Maths Methods &amp; Specialist at Stage 2. It is compulsory for students wishing to study Specialist Maths at Stage 2, and for students needing to improve their preparation for Stage 2 Maths Methods also. Students choosing this course need to have shown a high degree of competence (at least an A or B grade) in Year 10 Maths and, in the second semester, Year 10 Extension Maths. Specialist Mathematics is an extension of mathematical knowledge, presented at a similar degree of difficulty as Stage 1 Mathematical Methods.</p> <p>The topics covered may include:</p> <ul style="list-style-type: none"> <li>• Vectors</li> <li>• Periodic Phenomena (Further Trigonometry)</li> <li>• Real &amp; Complex Numbers</li> </ul>
Assessment	<p>Topics will be assessed using three types of tasks:</p> <ul style="list-style-type: none"> <li>• Skills Assessment Tasks (e.g., tests and assignments)</li> <li>• Folio Task</li> <li>• Exam</li> </ul>
Notes	<p>Students intending to study Stage 2 Mathematical Methods must satisfactorily complete (at least an A or B grade) Stage 1 Mathematical Methods 1 and 2.</p> <p>Students intending to study Stage 2 Specialist Mathematics must also satisfactorily complete (at least an A or B grade) Stage 1 Specialist Mathematics in Semester II.</p> <p>It will be assumed that students have a graphics calculator. If you are thinking of purchasing a graphics calculator it would be advisable to first check with your Maths teacher for suitability, price etc.).</p>

<b>Subject</b>	<b>Stage 1 Metal Technology 1/2</b>
Description	<p>This course aims to give students the basic skills required to work in a metals and engineering environment. This is a practical course where students will develop competent skills in fitting and machining, sheet metal work, and welding. Students will also develop an understanding and appreciation of metal from a design perspective. Those students also studying CAD/CAM will be able to apply the skills developed in CAD/CAM in this course.</p>
Assessment	<p>Skills development will be assessed through practical tasks. A folio of work must be maintained including evidence of related practical, written responses and a design task. Safe working practices and the correct use of machines and equipment will be expected.</p> <ul style="list-style-type: none"> <li>• Major – 35%</li> <li>• Minor – 15%</li> <li>• Design Folio – 30%</li> <li>• Skills task -20%</li> </ul>
Notes	<p>Full year course. Metal Technology at year 10 would be an advantage but not essential.</p>

Subject	Stage 1 Modern History
Description	<p><b>This is a 1 Semester Course.</b></p> <p>The Modern History course gives students an opportunity to practice their investigative and historical skills through studying modern historical periods from the 18th to the 21st Century. The course contains two topics for study: The Space Race and Social Movements during the Vietnam War. In their first topic, students will study the impact of political tensions between America and the USSR (Russia) within the context of the Space Race as well as the impact of key historical figures who influenced man’s journey to space and the moon. In their second study, students will study the impact of anti-war and other protest movements during the Vietnam War.</p>
Assessment	<p>Students will complete four assessments as part of their studies of The Space Race and the Vietnam War.</p> <p>Students will complete three historical skills tasks where they will show their learning through short answer questions, multimodal presentations and a historical essay.</p> <p>Students will then complete a self-directed historical study of an event, person or issue during the time periods studied. Students will be required to complete their own research and show their learning through a historical essay or multimodal presentation.</p>
Notes	<p>Modern History provides students with excellent opportunities to improve their research and investigation skills which are highly valuable for further studies in Stage 2 subjects such as the Research Project.</p> <p>This is a one semester course.</p>



<b>Subject</b>	<b>Stage 1 Multimedia A/B</b>
Description	<p>Students will develop skills and knowledge in the use of a range of industry standard, multimedia software from the Adobe Creative Cloud.</p> <p>Skills learnt in this course are relevant to a range of careers in multimedia.</p> <p>Students may work in Digital Imaging, 2D Animation, Graphic Design, Video Special Effects, Vector Drawing</p>
Assessment	<p>Assessment Type 1: Product (50%)</p> <p>Assessment Type 2: Investigation (20%)</p> <p>Assessment Type 3: Practical Skills (30%)</p>
Notes	An interest in computing and its application to art and design is assumed.

Subject	Stage 1 Music Experience 1/2
Description	<p><b>Students must choose for the Full Year.</b></p> <p>Students develop practical music skills, individually and within an ensemble, and preferably have at least 1 year experience on an instrument or vocal prior. Students experiment and express music from different eras and cultures.</p> <p>Students are anticipated to practice regularly on their chosen instrument to prepare performance pieces of approximately 3-4 minutes each semester.</p> <p>Students develop their knowledge and understanding of music fundamentals through harmonic, melodic and rhythmic concepts which are expanded and linked with practical music making. Students further develop their understanding of music theory by composing and arranging music, of varying styles.</p> <p>Students reflect on music making around the world by reviewing live music performances and reflecting on their own music performances.</p> <p>It is a requirement that students participate in instrumental lessons, or seek private instrumental lessons.</p>
Assessment	<p>Assessment will be aligned to Performance Standards. Students will be assessed in the following areas:</p> <ul style="list-style-type: none"> <li>• Skills Presentation (Performance)</li> <li>• Skills Development (Theory)</li> <li>• Folio, which will include two written tasks or research based tasks.</li> </ul>
Notes	<p>Students must be able to practice and work on the theory on an independent basis. Students may need to find their own instrumental tuition.</p>

<b>Subject</b>	<b>Stage 1 Photography A/B</b>
Description	<p>Students focus upon using Digital SLR cameras and Photoshop. There is a strong emphasis on manual camera operation along with exploration and experimentation of Photoshop techniques. Students will go on excursions that expose them to different environments in which to take photographs.</p> <p>Students will be involved in the following aspects of photography:</p> <ul style="list-style-type: none"> <li>• Basic and Advanced Camera Operation</li> <li>• Photoshop - Manipulation, superimposing effects and graphic design</li> <li>• Composing Photographic images</li> <li>• Basic and Advanced Photoshop Techniques</li> </ul>
Assessment	<p>Folio (Camera and Photoshop Techniques)</p> <p>Visual Study (Exploration of a particular skill, technique, equipment or artist)</p> <p>Practical (see notes)</p>
Notes	<p>Available to any student. Students are not expected to have used Photoshop previously but will be expected to be competent in using computers, this includes being able to save and open images via USB.</p> <p>Students must have their own USB storage device and are welcome to use their own Digital SLR camera. The Practical assessment component may differ for each individual. Students may focus on producing a series of work based upon a single theme or they may focus upon producing a portfolio of photographic work. This is to be negotiated with the subject teacher.</p>

Subject	Stage 1 Physics 1
Description	<p><b>If you select Physics 1 you must also choose Physics 2 in Semester 2</b></p> <p>The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.</p> <p>Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life. By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.</p> <p>In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.</p> <p>The topics in Stage 1 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.</p> <p>The three strands of science to be integrated throughout student learning are:  science inquiry skills * science as a human endeavour * science understanding.</p> <p>The topics for Stage 1 Physics are:</p> <ul style="list-style-type: none"> <li>• Topic 1: Linear motion and forces</li> <li>• Topic 2: Electric circuits</li> <li>• Topic 3: Heat</li> </ul>
Assessment	<p>For a 10-credit subject, students undertake at least one practical investigation and one investigation with a focus on science as a human endeavour. Students may undertake more than one practical investigation within the maximum number of assessments allowed.</p> <p>Students inquire into aspects of physics through practical discovery and data analysis, or by selecting, analysing, and interpreting information.</p>
Notes	<p>Curriculum Pathway:</p> <p>Study in this semester will prepare the students to either continue with a second semester of study in preparation for Stage 2, pursue their study in other science subjects or translate their understanding into the more practical studies, such as, a mechanical apprenticeship. Stage 1 Physics 1 is a prerequisite for Stage 1 Physics 2 and Stage 2 Physics.</p>

Subject	Stage 1 Physics 2
Description	<p><b>Students must have completed Physics 1 Semester 1.</b></p> <p>The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.</p> <p>Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life. By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.</p> <p>In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.</p> <p>The topics in Stage 1 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.</p> <p>The three strands of science to be integrated throughout student learning are:  science inquiry skills * science as a human endeavour * science understanding.</p> <p>The topics for Stage 1 Physics are:</p> <ul style="list-style-type: none"> <li>• Topic 1: Linear motion and forces</li> <li>• Topic 2: Electric circuits</li> <li>• Topic 3: Heat</li> </ul>
Assessment	<p>For a 10-credit subject, students undertake at least one practical investigation and one investigation with a focus on science as a human endeavour. Students may undertake more than one practical investigation within the maximum number of assessments allowed.</p> <ul style="list-style-type: none"> <li>• Students inquire into aspects of physics through practical discovery and data analysis, or by selecting, analysing, and interpreting information.</li> </ul>
Notes	<p>Physics 1 is a prerequisite for this course. This course will prepare the students to continue to Stage 2 or pursue their study into the more practical studies in, for example, a mechanical or electrical apprenticeship. A good pass in Stage 1 Physics is required for students to be recommended to study Stage 2 Physics.</p>

Subject	Stage 1 Psychology A/B
Description	<p>Psychology is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.</p> <p>Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.</p> <p>The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.</p> <p>Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.</p> <p>An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding. The subject consists of studying at least two of the following topics a semester:</p> <p>The topics in Stage 1 Psychology provide the framework for developing integrated programs of learning through which students extend their knowledge, skills, and understanding of the three strands of science.</p> <p style="padding-left: 40px;">The three strands of science to be integrated throughout student learning are: science inquiry skills * science as a human endeavour * science understanding.</p> <p>The topics for Stage 1 Psychology are:</p> <ul style="list-style-type: none"> <li>• Topic 1: Cognitive Psychology</li> <li>• Topic 2: Neuropsychology</li> <li>• Topic 3: Lifespan Psychology</li> <li>• Topic 4: Emotion</li> <li>• Topic 5: Psychological Wellbeing</li> <li>• Topic 6: Psychology in Context</li> <li>• Topic 7: Negotiated Topic.</li> </ul>
Assessment	<p>For a 10-credit subject, students undertake:</p> <ul style="list-style-type: none"> <li>• one psychological investigation, which must include deconstruction of a problem and design of a psychological investigation</li> <li>• one investigation with a focus on science as a human endeavour.</li> </ul> <p>For a 20-credit subject, students undertake:</p> <ul style="list-style-type: none"> <li>• two psychological investigations, of which one must include deconstruction of a problem and design of a psychological investigation</li> <li>• two investigations with a focus on science as a human endeavour.</li> </ul>
Notes	<p>An interest in human behaviour. General literacy, numeracy and ICT skills. Students can take subjects in either one or both semesters (Full Year).</p>

Subject	Stage 1 Society and Culture
Description	<p>Students explore and analyse the factors affecting different societies and how societies function. Students will develop the ability to influence their own futures by developing skills and understandings that enable effective participation in society.</p> <p>Students will be able to investigate a contemporary issues of their choice: eg Marriage Equality, Refugees, immigration, IVF gender selection, homelessness etc.</p>
Assessment	<ul style="list-style-type: none"> <li>* Sources Analysis 50%</li> <li>* Group Activity 25%</li> <li>* Investigation 25%</li> </ul>
Notes	<p>This course helps build useful skills to go on to Stage 2 Society and Culture and for Stage 2 Research Project.</p> <p><b>This is a 1 semester course.</b></p>

Subject	Stage 1 Sports Studies (Integrated Learning) A/B
Description	<p>Sports Studies will focus on skill development and collaboration with supporting theory to aid students in planning, organisational, collaborative, research, peer, and self-assessment. Students will have the opportunity to gain an insight into how they best learn skills and the power of collaborative learning through a series of practical units and group activities as well as folio tasks.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Complete two/three sports focusing on teamwork and skill development.</li> <li>• Complete an individual sports related project of their choice</li> <li>• Be involved in a group activity</li> </ul>
Assessment	<p>Practical (50%)  Group activity (25%)  Issues analysis task (25%)</p>
Notes	<p>Students must have successfully completed at least one semester of Year 10 PE.</p>



Subject	Stage 1 Visual Art A/B
Description	<p>Students express ideas through practical work of painting, printmaking, sculpture, textiles, drawing and photography. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.</p> <p>The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis, and experimentation with colour, media, and techniques.</p> <p>Students develop artwork that expresses ideas and opinions, with knowledge and competence in using art materials.</p> <p>Students use drawing as a basis to develop works, which are completed in a variety of media.</p>
Assessment	<p>The following three areas of study are assessed:</p> <ul style="list-style-type: none"> <li>• Folio - planning of practical work</li> <li>• Practical - a resolved art work and a Practitioner's statement</li> <li>• Visual Study - a development of art skills and learning</li> </ul>
Notes	<p>An interest in and/or ability in drawing is essential.</p> <p>The ability to develop ideas and work independently is needed.</p>

Subject	Stage 1 Woodwork Furniture Construction 1/2
Description	<p>Students will undertake practical activities which include a minor product (stool and occasional table) and a major product which could involve:</p> <p>Frame and solid carcass cabinet construction – traditional and contemporary</p> <p>Machining techniques involving material preparation, joint construction and timber finishing.</p>
Assessment	<p>Assessment for Woodwork consists of the set assessment tasks being graded against the statewide performance standards for Design and Technology.</p> <ul style="list-style-type: none"> <li>• Skills + app tasks 20%</li> <li>• Products 50%</li> <li>• Folio 30%</li> </ul> <p>(Investigate, planning, producing, evaluating)</p>
Notes	<p><b>This is a full year course.</b></p> <p>A background in woodworking handskills, machining techniques, graphic and design concepts is an advantage. Successful completion of Year 10 Woodwork is desirable. This course can cater for students who simply have a general interest in woodworking or it can be used as a vocational pathway to Year 12 and then into apprenticeships and employment.</p>

Subject	Stage 2 Biology
Description	<p>The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.</p> <p>Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.</p> <p>In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.</p> <p>Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving everyday and complex problems and challenges. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning from these approaches to their own scientific thinking.</p> <p>In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.</p> <p>The topics in Stage 2 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.</p> <p>The three strands of science to be integrated throughout student learning are:</p> <ul style="list-style-type: none"> <li>• science inquiry skills</li> <li>• science as a human endeavour</li> <li>• science understanding.</li> </ul> <p>The topics for Stage 2 Biology are:</p> <ul style="list-style-type: none"> <li>• Topic 1: DNA and proteins</li> <li>• Topic 2: Cells as the basis of life</li> <li>• Topic 3: Homeostasis</li> <li>• Topic 4: Evolution</li> </ul>
Assessment	<p>School based assessment</p> <ul style="list-style-type: none"> <li>• Investigations folio: at least two practical investigations, and a SHE investigation (30%)</li> <li>• Skills and applications tasks - four tests (40%)</li> <li>• External assessment</li> <li>• Examination (30%)</li> </ul>
Notes	<p>The study of Biology can open opportunities for further study which can lead to a large variety of interesting, challenging and rewarding vocations.</p> <p>Please note that you are required to purchase a Biology workbook and practical book.</p>

Subject	Stage 2 Chemistry
Description	<p>In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.</p> <p>Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.</p> <p>Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).</p> <p>Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.</p>
Assessment	<p>Assessment in this subject will comprise:</p> <ul style="list-style-type: none"> <li>• External examination 30%</li> <li>• School assessment 70% - at least 3 tests, 2 practicals and SHE task</li> <li>• Assessment will consist of Investigations folio (30%) including practicals and issues investigation Skills and Applications tasks (40%) - tests and exams</li> </ul>
Notes	<p>Students need to have a strong pass in Stage 1 Chemistry to be recommended to study Stage 2 Chemistry. Students are loaned a Chemistry Essentials workbook.</p> <p>Appropriate covered footwear is required for every lesson.</p> <p>Students will be advised to purchase a SASTA Study Guide for \$30 in Term 2.</p>

Subject	Stage 2 English
Description	<p>In Stage 2 English students read and view a range of texts. In comparing texts, students analyse the relationships between language and stylistic features, text types, and contexts. In the study of English, students extend their experience of language and explore their ideas through creating their own texts, and reading and viewing the texts of others. Students appreciate how clear and effective writing and speaking displays a depth of understanding, engagement, and imagination for a range of purposes, audiences, and contexts.</p>
Assessment	<p>For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.</p> <p>Students complete:</p> <ul style="list-style-type: none"> <li>• three responses to texts</li> <li>• four created texts (one of which is a writer’s statement)</li> <li>• one comparative analysis (Externally Assessed)</li> </ul>
Notes	<p>Students need to have a strong pass in Stage 1 English to be recommended to study Stage 2 English.</p>

Subject	Stage 2 English as an Additional Language or Dialect
Description	<p>English as an Additional Language in the SACE is designed for students who speak English as a second or additional language or dialect, and whose English language proficiency is restricted. Stage Two EALD is for students who wish to further their studies in English or who require the compulsory Literacy component of their SACE. This subject is recommended for students from non-English speaking backgrounds who are seeking tertiary education.</p> <p>Students will develop their skills in decoding a range of text types and analysing language features and the impact these have on audiences. They will analyse and evaluate personal, social and cultural perspectives in a range of oral, written, and multimodal texts. They develop skills for research and academic study.</p> <p>Students will create texts for a range of real and imagined contexts and purposes.</p>
Assessment	<p>School Assessment (70%)</p> <ul style="list-style-type: none"> <li>• Assessment Type 1: Academic Literacy Study (30%)</li> <li>• Assessment Type 2: Responses to Texts (40)</li> <li>• External Assessment (30%)</li> <li>• Assessment Type 3: Examination (30%).</li> </ul> <p>Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete:</p> <ul style="list-style-type: none"> <li>• Two tasks for the academic literacy study (one oral and one written)</li> <li>• Four tasks for the responses to texts (at least one oral and two written)</li> <li>• One examination.</li> </ul>
Notes	

<b>Subject</b>	<b>Stage 2 Essential English</b>
Description	<p>Essential English is for those students who would like to continue their studies in English. This subject further develops 'real world' skills in understanding and creating texts for a range of purposes.</p> <p>Students may explore the different points of view presented in a text by analysing content, attitudes, stylistic features, and language features. Students reflect on ways in which texts may be interpreted through identifying the effect of language choice. Students consider how perspectives are represented in texts to influence specific audiences. Students reflect on ways in which community, local, or global issues and ideas are presented in texts; they develop reasoned responses to these issues and ideas.</p>
Assessment	<p>Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete:</p> <ul style="list-style-type: none"> <li>• three assessments for responding to texts</li> <li>• three assessments for creating texts</li> <li>• one language study</li> </ul>
Notes	<p>Successful completion of Stage One English, Essential English or English as an Alternative Language or Dialect</p>

Subject	Stage 2 Food and Hospitality
Description	<p>In this course the students will critically examine contemporary and future issues within food and hospitality.</p> <p>Five areas of study:</p> <ul style="list-style-type: none"> <li>• Sociocultural influences</li> <li>• Technological influences</li> <li>• Economic and environmental influences</li> <li>• Political and legal influences</li> <li>• Contemporary and future issues</li> </ul>
Assessment	<p>School Based Assessment</p> <ul style="list-style-type: none"> <li>• Practical activity (50%)</li> <li>• Group activity (20%)</li> </ul> <p>External Assessment</p> <ul style="list-style-type: none"> <li>• Investigation (30%)</li> </ul>
Notes	<p>Recommended :</p> <p>Basic cooking skills</p> <p>Sound English skills</p> <p>In accordance with WHS - covered shoes &amp; short fingernails free of polish during practical lessons.</p>



Subject	Stage 2 Health and Wellbeing
Description	<p>In Stage 2 Health and Wellbeing, students develop the knowledge, skills, and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities, and global society.</p> <p>In Stage 2 Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students play an active role in negotiating what and how they will learn. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.</p> <p>Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals and global society.</p>
Assessment	<p>This course is assessed internally by the teacher and externally moderated by SACE Board.</p> <p>Assessment Type 1: Initiative (40%)</p> <ul style="list-style-type: none"> <li>• Personal Health Action (20%)</li> <li>• Health Awareness Workshops Group Task (20%)</li> </ul> <p>Assessment Type 2: Folio (30%)</p> <ul style="list-style-type: none"> <li>• Indigenous Health Issue Oral Presentation (15%)</li> <li>• Road Awareness Program Evaluation (15%)</li> </ul> <p>Assessment Type 3: External Assessment</p> <ul style="list-style-type: none"> <li>• Inquiry Task (30%)</li> </ul>
Notes	<p>Sound English skills are recommended as detailed written reports (1000-2000 words) are required for each assessment task.</p> <p>Understanding of how to complete an Issues Analysis.</p>

Subject	Stage 2 Mathematical Methods
Description	<p>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.</p> <p>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.</p> <p>Topics include:</p> <p><b>CALCULUS</b></p> <ul style="list-style-type: none"> <li>• Differential Calculus</li> <li>• Integral Calculus</li> <li>• Logarithmic Functions</li> </ul> <p><b>STATISTICS</b></p> <ul style="list-style-type: none"> <li>• Discrete Random Variables</li> <li>• Continuous Random Variables</li> <li>• Sampling and Confidence Intervals</li> </ul>
Assessment	<p>School Based Assessment</p> <ul style="list-style-type: none"> <li>• Skills and application tasks (Tests) 50%</li> <li>• Investigation 20%</li> </ul> <p>External Assessment</p> <ul style="list-style-type: none"> <li>• Examination 30%</li> </ul>
Notes	<p>Students studying Mathematical Studies need to have successfully completed (at least an A or B grade) Stage 1 Mathematical Methods 1, 2 and Stage 1 Maths Specialist before beginning this course. It will be assumed that students have a graphics calculator.</p> <p>(Note: If a student is thinking of purchasing a graphics calculator, it would be advisable to first check with the Maths teacher for suitability, prices etc.).</p>

Subject	Stage 2 Maths Essentials
Description	<p>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.</p> <p>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.</p> <p>This subject is intended for students planning to pursue a career in a range of trades or similar vocations.</p> <p>Topic 1: Scales, Plans, and Models  Topic 2: Measurement  Topic 3: Business Applications  Topic 4: Statistics  Topic 5: Investments and Loans  Topic 6: Open Topic</p> <p>Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.</p>
Assessment	<p>School Assessment (70%)</p> <ul style="list-style-type: none"> <li>• Assessment Type 1: Skills and Applications Tasks (30%)</li> <li>• Assessment Type 2: Folio (40%)</li> </ul> <p>External Assessment (30%)</p> <ul style="list-style-type: none"> <li>• Assessment Type 3: Examination (30%)</li> </ul> <p>Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:</p> <ul style="list-style-type: none"> <li>• Five or six skills and applications tasks</li> <li>• One or two folio tasks</li> <li>• One examination</li> </ul>
Notes	<p>Students studying Essential Maths at Stage 2 need to have successfully completed 2 units of Stage 1 General Mathematics. It will be assumed that students have access to a graphics calculator. Please consult the Maths teacher before purchasing a graphics calculator.</p>

Subject	Stage 2 Maths General
Description	<p>General Mathematics will develop your skills in practical problem-solving. The mathematical models and associated key concepts studied 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.</p> <p>Stage 2 General Mathematics will prepare you for tertiary courses that require non-specialised mathematics, such as architecture, economics, and nursing.</p> <p>Topics may include:</p> <p>Stage 2 General Mathematics consists of the following six topics:</p> <ul style="list-style-type: none"> <li>• Topic 1: Modelling with linear relationships</li> <li>• Topic 2: Modelling with matrices</li> <li>• Topic 3: Statistical models</li> <li>• Topic 4: Financial models</li> <li>• Topic 5: Discrete models</li> <li>• Topic 6: Open topic.</li> </ul> <p>Students study five topics from the list of six topics above. All students must study Topics 1, 3, 4, and 5.</p>
Assessment	<p>School Based Assessment</p> <ul style="list-style-type: none"> <li>• Skills and application tasks (Tests) 40%</li> <li>• Investigation 30%</li> </ul> <p>External Assessment</p> <ul style="list-style-type: none"> <li>• Examination 30%</li> </ul>
Notes	<p>Students studying Stage 2 general Mathematical need to have successfully completed Stage 1 Mathematical Methods 1, 2 , or achieved an A or B grade in Stage 1 General Mathematics before beginning this course. It will be assumed that students have a graphics calculator.</p> <p>(Note: If a student is thinking of purchasing a graphics calculator, it would be advisable to first check with the Maths teacher for suitability, prices etc).</p>

Subject	Stage 2 Maths Specialist
Description	<p>Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.</p> <p>The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.</p> <p>Specialist Mathematics is designed to be studied in conjunction with Stage 2 Mathematical Methods.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Mathematical Induction</li> <li>• Complex Numbers</li> <li>• Functions and their Graphs</li> <li>• Vectors in 3D</li> <li>• Further Integral Calculus</li> <li>• Differential Equations</li> </ul>
Assessment	<p>School Based Assessment</p> <ul style="list-style-type: none"> <li>• Skills and application tasks (Tests) 50%</li> <li>• Investigation 20%</li> </ul> <p>External Assessment</p> <ul style="list-style-type: none"> <li>• Examination 30%</li> </ul>
Notes	<p>Specialist Mathematics must be taken with, or after Stage 2 Mathematical Methods. Students should have successfully completed (at least an A or B grade) Stage 1 Mathematical Methods 1, 2 &amp; Stage 1 Maths Specialist before beginning this course.</p> <p>As with Mathematical Methods it will be assumed that students will have a graphics calculator. See the relevant comment in the Mathematical Methods section</p>

<b>Subject</b>	<b>Stage 2 Metal Technology</b>
Description	Building upon the knowledge gained in Metal Technology at Stage 1, this course develops student's skills in a metals and engineering environment in preparation for further higher level education. This is a practical course where students will develop advanced skills in fitting and machining, sheet metal work, welding, CAD, CAM and Plasma production processes. Students will learn a variety of design skills which they can apply to make sophisticated mechanical equipment from metal.
Assessment	Skills development will be assessed through practical tasks. A folio of work must be maintained including evidence of related practical, written responses and a design task. Safe working practices and the correct use of machines and equipment will be expected.
Notes	Metal Technology at Stage 1 is desirable.

<b>Subject</b>	<b>Stage 2 Multimedia (Creative Arts)</b>
Description	<p>Students will develop skills and knowledge in the use of a range of industry standard, multimedia software from the Adobe Creative Cloud.</p> <p>Skills learnt in this course are relevant to a range of careers in multimedia.</p> <p>Students may work in Digital Imaging; 2D Animation; Graphic Design; Video Special Effects and Vector Drawing.</p> <p>There will be negotiation with the student group to select the software focus.</p> <p>Multimedia will be taught under the Creative Arts subject outline.</p>
Assessment	<p>School Based Assessment 70%</p> <p>Assessment Type 1: Product (50%)</p> <p>Assessment Type 2: Investigation (20%)</p> <p>External assessment 30%</p> <p>Assessment Type 3: Practical Skills (30%)</p>
Notes	None

<b>Subject</b>	<b>Stage 2 Music Experience</b>
Description	<p>Students develop practical music skills, individually and within an ensemble.</p> <p>Students are anticipated to practice regularly on their chosen instrument to prepare a solo performance or own composition, of 6-8 minutes, each semester.</p> <p>Students develop their knowledge and understanding of music making through comparing different musical works or styles, and either arranging or composing a short music piece.</p> <p>Students reflect on music making around the world by reviewing live music performances and reflecting on their own music performances.</p> <p>It is a requirement that students participate in Instrumental lessons, or seek private instrumental lessons.</p>
Assessment	<p>Assessment is both school based and external. Assessment will be aligned to Performance Standards. Students will be assessed in the following area:</p> <ul style="list-style-type: none"> <li>• Skills Presentation, 2x8 minute Performance (live or multimodal)</li> <li>• Folio, which will include a performance review, research based tasks and short composition.</li> <li>• Self-Reflection of performances.</li> </ul>
Notes	<p>Student performances are required to be filmed for moderation.</p> <p>Regular practice 30-45 minutes per day, is anticipated for students to achieve the highest standard.</p> <p>Completion of Stage 1 Music is a prerequisite for Stage 2 Music.</p>



Subject	Stage 2 Photography
Description	<p>Students focus upon using Digital SLR cameras and Photoshop. There is a strong emphasis on manual camera operation along with exploration and experimentation of Photoshop techniques. Students will go on excursions that expose them to different environments in which to take photographs.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> <li>• Basic and Advanced Camera Operation - Portraits, Landscapes, Sport</li> <li>• Composing Photographic images</li> <li>• Basic and Advanced Photoshop Techniques - Superimposing and image Manipulation</li> <li>• Photographic presentation techniques</li> </ul>
Assessment	<p>School Based Assessment</p> <ul style="list-style-type: none"> <li>• Skills and applications tasks (20%)</li> <li>• Product (50%)</li> </ul> <p>External assessment</p> <ul style="list-style-type: none"> <li>• Design Folio (30%)</li> </ul> <p>Please note this subject is assessed under the SACE Design and Technology subject outline.</p>
Notes	<p>All students must have their own USB storage device. Students are welcome to use their own Digital SLR camera. The Practical assessment component may differ for each individual. Students may focus on producing a series of work based upon a single theme or they may focus upon producing a portfolio of photographic work. This is to be negotiated with the subject teacher.</p>

Subject	Stage 2 Physics
Description	<p>The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.</p> <p>Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.</p> <p>By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.</p> <p>In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.</p> <p>The topics in Stage 2 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.</p> <p>The three strands of science to be integrated throughout student learning are:  science inquiry skills * science as a human endeavour * science understanding.</p> <p>The topics for Stage 2 Physics are:</p> <ul style="list-style-type: none"> <li>• Topic 1: Motion and relativity</li> <li>• Topic 2: Electricity and magnetism</li> <li>• Topic 3: Light and atoms.</li> </ul> <p>Students study all three topics. The topics can be sequenced and structured to suit individual groups of students.</p>
Assessment	<p>School assessment (70%)</p> <ul style="list-style-type: none"> <li>• Assessment Type 1: Investigations Folio (30%)</li> <li>• Assessment Type 2: Skills and Applications Tasks (40%)</li> </ul> <p>External assessment (30%)</p> <ul style="list-style-type: none"> <li>• Assessment Type 3: Examination (30%).</li> </ul> <p>Students provide evidence of their learning through eight assessments, including the external assessment component. At least one investigation or skills and applications task should involve collaborative work. Students complete:</p> <ul style="list-style-type: none"> <li>• at least two practical investigations</li> <li>• one investigation with a focus on science as a human endeavour</li> <li>• at least three skills and applications tasks</li> <li>• one examination.</li> </ul>
Notes	<p>Students need to have a strong pass in Stage 1 Physics to be recommended for Stage 2 Physics.</p> <p>Curriculum Pathway:  Degrees in Physics, Engineering (all branches), Telecommunications, Space Science technology, Robotics, Mechatronics, Electronics and many more.</p> <p>Students will be encouraged to buy a SASTA Study Guide for revision in term 3.</p>

Subject	Stage 2 Psychology
Description	<p>This is a revised course being taught for the first time in 2022. Psychology sits at the crossroads between life sciences and the humanities. Psychology is based on evidence gathered as a result of planned investigations, following the principles of scientific method. This curriculum builds on the scientific method by involving students in investigations that encompass the collection and analysis of qualitative and quantitative data.</p> <p>The topics for Stage 2 Psychology are:</p> <ul style="list-style-type: none"> <li>• Topic 1: Psychology of the Individual</li> <li>• Topic 2: Psychological Health and Wellbeing</li> <li>• Topic 3: Organisational Psychology</li> <li>• Topic 4: Social Influence</li> <li>• Topic 5: The Psychology of Learning</li> </ul> <p>Students study all five topics. The topics can be sequenced in any order and structured to suit individual groups of students. The following topics are assessed in the external examination:</p> <ul style="list-style-type: none"> <li>• Topic 4: Social Influence</li> <li>• Topic 5: The Psychology of Learning</li> </ul>
Assessment	<p>The following assessment types enable students to demonstrate their learning in Stage 2 Psychology. School assessment (70%)</p> <ul style="list-style-type: none"> <li>• Assessment Type 1: Investigations Folio (30%)</li> <li>• Assessment Type 2: Skills and Applications Tasks (40%)</li> </ul> <p>External assessment (30%) Assessment Type 3: Examination (30%). (2 hours)</p> <p>Students provide evidence of their learning through six to seven assessments, including the external assessment component. Students complete:</p> <ul style="list-style-type: none"> <li>• at least one psychological investigation</li> <li>• one investigation with a focus on science as a human endeavour</li> <li>• at least three skills and applications tasks</li> <li>• one examination.</li> </ul>
Notes	Successful completion of a Stage 1 science subject would be beneficial.

<b>Subject</b>	<b>Stage 2 Research Project</b>
Description	Students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.
Assessment	School Assessed 70% <ul style="list-style-type: none"> <li>• Assessment Type 1: Folio (30%)</li> <li>• Assessment Type 2: Research Outcome (40%)</li> </ul> Externally Assessed 30% <ul style="list-style-type: none"> <li>• Assessment Type 3: Evaluation/Review (30%)</li> </ul>
Notes	Students must gain at least a C – for the Research Project to meet SACE completion requirements. In consultation with their teacher, students are enrolled in either: <ul style="list-style-type: none"> <li>• Research Project A, or</li> <li>• Research Project B.</li> </ul> Students chose a research question in consultation with the teacher that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research. It enables students to develop skills of planning, research, synthesis, evaluation and project management.

<b>Subject</b>	<b>Stage 2 Society and Culture</b>
Description	<p>Through Society &amp; Culture students become more informed about the social, political and cultural factors that affect society. This subject develops the skills of social inquiry. Students must study a maximum of three topics. A theme of a current social issue from each group must be studied.</p> <p>Topics are chosen from:</p> <ul style="list-style-type: none"> <li>• Group 1 – Culture: Cultural Diversity; Youth Culture; Work and Leisure; The Material World</li> <li>• Group 2 – Contemporary Challenges : Social ethics; contexts of Aboriginal &amp; Torres Strait Islander people; Technological Revolutions; People and the Environment</li> <li>• Group 3 – Global issues: Globalisation; A Question of Rights; People and Power.</li> </ul>
Assessment	<p>Students will be given the opportunity to work both independently and collaboratively.</p> <p>School Based Assessment 70%</p> <ul style="list-style-type: none"> <li>• Folio (50%)</li> <li>• Interaction (20%)</li> </ul> <p>External Assessment</p> <ul style="list-style-type: none"> <li>• Investigation (30%)</li> </ul>
Notes	Further information can be found at <a href="http://www.saceboard.sa.edu.au">www.saceboard.sa.edu.au</a>

Subject	Stage 2 Sports Studies (Integrated Learning)
Description	<p>Through a range of assessment methods (written and verbal communication, multimodal presentation and peer assessment), students will have the opportunity to gain an insight into how they best learn skills and the power of collaborative learning through a series of practical units and a group activity as well as exploring an area of personal interest in a sports related issue.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Complete three practicals and journal about their development.</li> <li>• Produce a folio of work</li> <li>• A group activity leading a sporting session</li> <li>• An individual sports related issue/project of the students choice</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Sports Practical and Journal (30%)</li> <li>• Folio and Discussion (20%)</li> <li>• Group activity (20%)</li> <li>• Individual project- Externally moderated (30%)</li> </ul>
Notes	<p>This is an ATAR subject</p> <ul style="list-style-type: none"> <li>• Students will need to have successfully completed at least a semester of PE stage 1</li> <li>• Sports studies Stage 1</li> </ul>

Subject	Stage 2 Visual Arts - Art
Description	Visual Arts can be studied with an Art or Design focus. The course is largely practical, encouraging students to develop their own ideas leading to fully resolved final art and design works, while also developing an understanding of the work and practices of other artists/designers and cultures.
Assessment	School Based Assessment: <ul style="list-style-type: none"> <li>• Folio 40%</li> <li>• Practical 30%</li> </ul> External assessment: <ul style="list-style-type: none"> <li>• Visual Study 30%</li> </ul>
Notes	An interest in and/or ability in drawing is essential. Students are required to analyse and evaluate art or design. The ability to develop ideas and work independently is needed.

Subject	Stage 2 Woodwork (Construction Technology)
Description	<p>Students will undertake practical activities which include:</p> <ul style="list-style-type: none"> <li>• Jig making and solid timber joining techniques.</li> <li>• Frame and solid carcass cabinet construction – traditional and contemporary.</li> <li>• Japanese style stool &amp; occ table.</li> <li>• Machining techniques involving material preparation, joint construction, turning and finishing.</li> <li>• Teaching and learning of static machines and power tools.</li> <li>• Teaching and learning the safe use of static machines and power tools.</li> </ul>
Assessment	<p>There will be an emphasis on practical work through designing and critiquing, evaluating and the application of practical skills for product construction.</p> <ul style="list-style-type: none"> <li>• A folio of work (design brief) covering the designing and making of a piece of furniture must be kept and presented for assessment.</li> <li>• Students will undertake a range of written assignments relating to knowledge issues in Wood Technology.</li> </ul> <p>Externally moderated by SACE Board.</p> <p>School based assessment</p> <ul style="list-style-type: none"> <li>• Skills and application tasks (20%)</li> <li>• Product (50%)</li> </ul> <p>External assessment</p> <ul style="list-style-type: none"> <li>• Folio (30%)</li> <li>• Product record and evaluation - evidence of learning</li> </ul>
Notes	<p>This course can cater for students who simply have a general interest in woodworking or it can be used as a vocational pathway to employment and apprenticeship opportunities.</p> <p>Woodwork at Stage 1 is highly desirable.</p>