

2020

Senior Secondary



HAMILTON
SECONDARY COLLEGE

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

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

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.

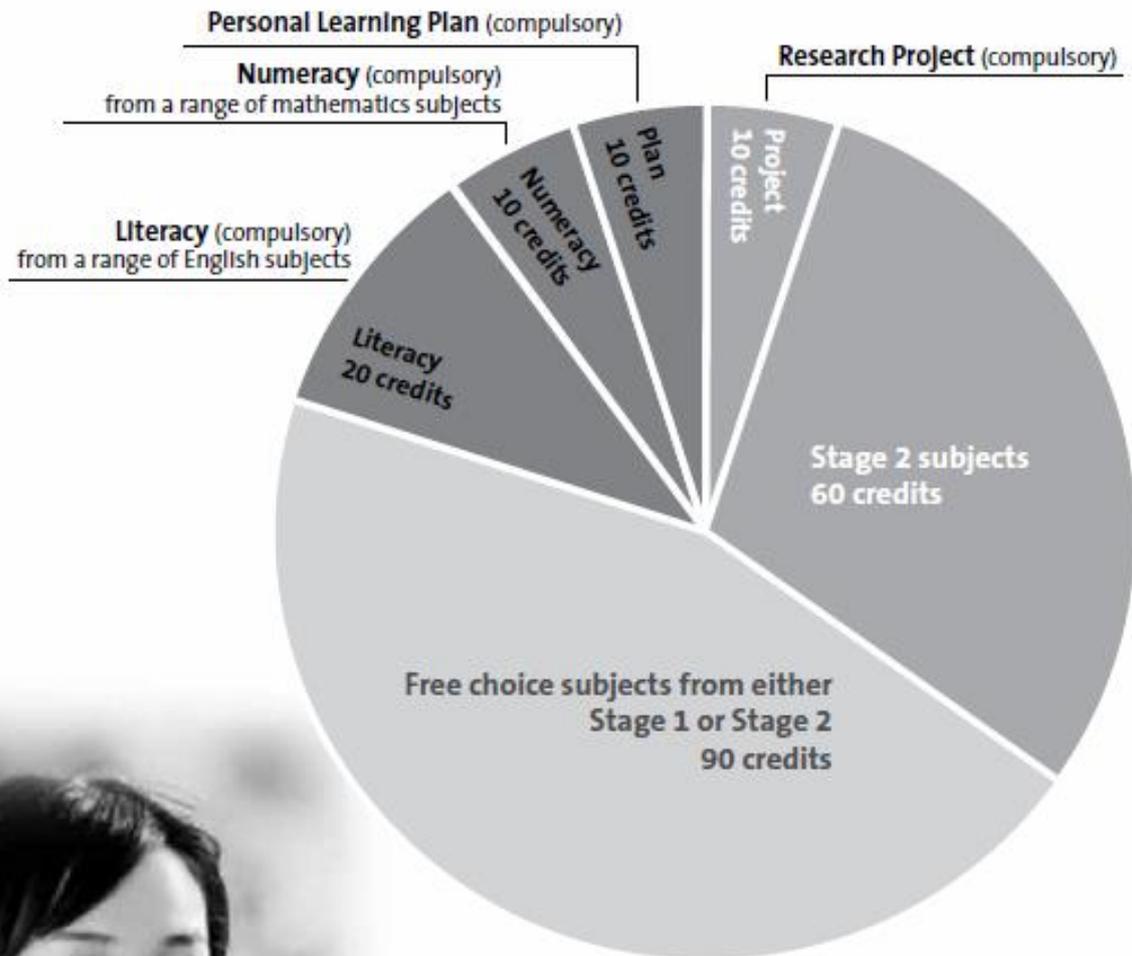
Full certificates can take the place of SACE Board subjects. They can also contribute in some circumstances to an ATAR for University admission.

Please discuss your interests with a counsellor.

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.

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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 2020 academic year.

Subject	11 Biology A
Description	<p>Two areas of study will be covered:</p> <ul style="list-style-type: none"> • Cells and microorganisms • Infectious diseases. <p>Cells and microorganisms looks at Prokaryotic and Eukaryotic cells and the processes vital for cell functioning and survival. Students learn about the conditions necessary for the growth and survival of microorganisms and their use in science and industry.</p> <p>In the topic infectious diseases students examine the various agents that cause infectious diseases, including viral, bacteria and other parasitic pathogens. Students examine the structure and function of the immune system including the non-specific and specific responses.</p> <p>The three strands of science inquiry skills, science as a human endeavour and science understandings are integrated throughout student learning in this subject.</p>
Assessment	<p>Assessment for Stage 1 Biology consists of the set assessment tasks being graded against the state-wide performance standards for Biology.</p> <ul style="list-style-type: none"> • Investigations folio - practical investigations and a human endeavour investigation • Skills and applications tasks -tests
Notes	<p>Students intending to study Biology at stage 2 should complete two semesters of Biology at year 11.</p>

Subject	11 Biology B
Description	<p>Two areas of study are covered:</p> <ul style="list-style-type: none"> • Multicellular Organisms • Biodiversity and Ecosystem Dynamics. <p>Multicellular organisms - students examine the hierarchical structure of organisms and look at cells, tissues, organs and organ systems. Students look at the structure and function of various organs that facilitate exchange of materials in human beings and other species. Students also investigate the factors that affect plant growth and the structure and function of leaves.</p> <p>In the topic of biodiversity and ecosystem dynamics, students investigate diverse ecosystems exploring the range of biotic and abiotic components to understand these systems.</p> <p>The three strands of science inquiry skills, science as a human endeavour and science understandings are integrated throughout student learning in this subject.</p>
Assessment	<p>Assessment for Stage 1 Biology consists of the set assessment tasks being graded against the state-wide performance standards for Biology.</p> <ul style="list-style-type: none"> • Investigations folio - practical investigations and a human endeavour investigation • Skills and applications task -test
Notes	<p>Students intending to study Biology at stage 2 should complete two semesters of Biology at year 11.</p>

Subject	11 Chemistry 1
Description	<p>The study of Chemistry offers students opportunities to consider the use that human beings make of the planet's resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.</p> <p>Scientific inquiry commonly involves teams of people with diverse skills and knowledge. Chemists can contribute to such teams through their study of the properties, uses, means of production, and reactions of natural and processed materials. Chemists also make a critical study of the social and environmental impact of materials and chemical processes. Their skills in observation, and in designing and performing experiments, make an important contribution to advances in scientific theories.</p> <p>Through the study of chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them.</p> <p>Semester 1 Topics can include:</p> <ul style="list-style-type: none"> • Materials, Kinetic & Atomic Theory, Periodicity (Matter) • Bonding • Organic Chemistry
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>Assessment Type 1: Investigations Folio</p> <p>Students undertake at least one practical investigation and at least one issues investigation to include in the folio.</p> <p>Students inquire into aspects of chemistry through practical discovery and data analysis, or by selecting, analysing, and interpreting information.</p> <p>Assessment Type 2: Skills and Applications Tasks</p> <p>Students undertake at least one skills and applications task. Skills that could be assessed include using chemical terms, conventions, and notations; writing equations; calculating; demonstrating understanding; applying knowledge; graphing; analysing data and drawing conclusions; and designing an investigation to test a hypothesis.</p> <p>End of Semester Exam</p> <p>Students will undertake an Examination at the end of each 10-credit subject</p> <p>Assessment Design Criteria:</p> <ul style="list-style-type: none"> • Investigation • Analysis and Evaluation • Application • Knowledge and Understanding
Notes	Appropriate covered footwear required.

Subject	11 Chemistry 2
Description	<p>The study of Chemistry offers students opportunities to consider the use that human beings make of the planet's resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.</p> <p>Scientific inquiry commonly involves teams of people with diverse skills and knowledge. Chemists can contribute to such teams through their study of the properties, uses, means of production, and reactions of natural and processed materials. Chemists also make a critical study of the social and environmental impact of materials and chemical processes. Their skills in observation, and in designing and performing experiments, make an important contribution to advances in scientific theories.</p> <p>Through the study of chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them.</p> <p>Semester 2 topic can include:</p> <ul style="list-style-type: none"> • Acids and the Environment • Reacting Quantities/Stoichiometry • Redox/Electrochemistry
Assessment	<p>The following assessment will be undertaken in Stage 1 Chemistry:</p> <p>Assessment Type 1: Investigations Folio</p> <p>Students undertake at least one practical investigation and at least one issues investigation to include in the folio.</p> <p>Students inquire into aspects of chemistry through practical discovery and data analysis, or by selecting, analysing, and interpreting information.</p> <p>Assessment Type 2: Skills and Applications Tasks</p> <p>Students undertake at least one skills and applications task. Skills that could be assessed include using chemical terms, conventions, and notations; writing equations; calculating; demonstrating understanding; applying knowledge; graphing; analysing data and drawing conclusions; and designing an investigation to test a hypothesis.</p> <p>End of Semester Exam</p> <p>Students will undertake an Examination at the end of each 10-credit subject</p> <p>Assessment Design Criteria:</p> <ul style="list-style-type: none"> • Investigation • Analysis and Evaluation • Application • Knowledge and Understanding
Notes	<p>Semester 1 Chemistry is a pre-requisite for this subject.</p> <p>Appropriate covered footwear required.</p>

Subject	11 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"> • Assessment Type 1: Responding to Texts • Assessment Type 2: Creating Texts • Assessment Type 3: Intertextual Study
Notes	<p>Twenty credits of Literacy are compulsory for SACE acquisition. It is recommended that all students complete two units at Stage 1.</p>

Subject	11 English as an Additional Language or Dialect
Description	<p>English as an Additional Language or Dialect (formerly ESL) can be chosen in place of English A or 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"> • Assessment Type 1: Responding to Texts • Assessment Type 2: Interactive Study • Assessment Type 3: Language Study.
Notes	<p>Twenty credits of Literacy are compulsory for SACE acquisition. It is recommended 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	11 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"> • Assessment Type 1: Responding to Texts • Assessment Type 2: Creating Texts.
Notes	Twenty credits of Literacy are compulsory for SACE acquisition. It is recommended that all students complete two units at Stage 1.

Subject	11 Essential Mathematics 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 Essential Mathematics, revisions to the assessment requirements and conditions, and performance standards, will enable the access and flexibility that is currently available in Numeracy for Work and Community Life and Mathematics Pathways. In Stage 1 and Stage 2 Essential Mathematics and General Mathematics, the revised content structure will 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"> • Calculations, Time and Ratio (Topic 1) : Gaining fluency in everyday numeracy skills. • Earning and Spending (Topic 2): Ways of earning; awards, payroll, calculations; income tax; methods of payment; value for money, discounts, unit pricing, budgets. • Statistics (Topic 4): Collection, representation of data; reading, interpreting, drawing graphs; mean, mode, median. • Measurement (Topic 5): Metric systems, scales, plans; scale factor, enlargements; perimeter; area, volume, capacity, time. • Investing (Topic 6) : Calculations and evaluation of investments and credit with emphasis on use of technology.
Assessment	<p>Each unit will be using three types of tasks:</p> <ul style="list-style-type: none"> • Skills and Applications Assessment Tasks (e.g., tests) • Directed Investigations • Projects <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	11 Food and Hospitality A/B
Description	<p>The course focuses on understanding the diversity of the food and hospitality industry in meeting the needs of local people and visitors, also, on the factors that influence people's food choices and the health implications of those choices.</p> <p>Five areas of study:</p> <ul style="list-style-type: none"> • Food, the Individual, and the Family • Local and Global Issues in Food and Hospitality • Trends in Food & Culture • Food & Safety • Food & Hospitality Industry
Assessment	<ul style="list-style-type: none"> • Practical Activity 50% • Group Activity 20% • Investigation 30%
Notes	<p>WHS requirements in keeping with hospitality industry standards, including proper footwear and short fingernails free of polish.</p>

Subject	11 General Mathematics 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. In Stage 1 and Stage 2 Essential Mathematics and General Mathematics, the revised content structure will 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"> • Earning and Spending (Topic 1): Ways of earning; awards, payroll, calculations; income tax; methods of payment; value for money, discounts, unit pricing, budgets. • Measurement (Topic 2): Metric systems, scales, plans: scale factor, enlargements; perimeter; area, volume, capacity.
Assessment	<p>Each unit will be using three types of tasks:</p> <ul style="list-style-type: none"> • Skills and Applications Assessment Tasks (e.g., tests, assignments, exam) • Investigations
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	11 General Mathematics 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. In Stage 1 and Stage 2 Essential Mathematics and General Mathematics, the revised content structure will 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 units builds on the skills and knowledge in Part A, and is recommended for students wishing to study Stage 2 Maths Applications. 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"> • Saving and Borrowing (Topic 5): Simple interest; compound interest; investment; interest charges; repayment tables. • Data in Context (Topic 3) • Statistics (Topic 7): Collecting, displaying data; mean, mode, median; variances, standard deviation; interquartile range, stem/box plots.
Assessment	<p>Each unit will be using three types of tasks:</p> <ul style="list-style-type: none"> • Skills and Applications Assessment Tasks (e.g., tests, assignments, exam) • Investigations
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	11 Health A
Description	<p>Stage 1 Health A is a 10-credit SACE course in which students learn about a variety of factors that impact on the health of individuals and the community. The core focus of Stage 1 Health A surrounds the key topics of Mental and Emotional health, Adolescent Health and Sexual Health and Relationships. Students also undertake a practical activity to improve their own health and/or well-being. Throughout the topic, students work individually and in small groups to develop their research, communication and interpersonal skills.</p> <p>Students develop their understanding of:</p> <ul style="list-style-type: none"> • Mental and Emotional Health • Adolescent Health • Practical ways to improve personal health and wellbeing • Sexual Health and Relationships • Adolescent health • Health Literacy • Ways of Defining Health
Assessment	<ul style="list-style-type: none"> • Two Issues Responses (2 x 20%) – Mental and Emotional Health Essay, ‘Growing Up Healthy’ Practical Task • Group Activity (30%) – Adolescent Health Presentation • Investigation (30%) – Sexual Health and Relationships Essay
Notes	<p>This course aims to give students the required understanding and skills to succeed in Stage 2 Health.</p> <p>It is recommended that students undertake this subject if they intend to choose Stage 2 Health.</p>

Subject	11 Health B
Description	Students develop their understanding of: <ul style="list-style-type: none"> • Health Literacy • Ways of Defining Health • The Effects of Alcohol, Tobacco, and Other Drugs on Health • Careers and Vocational Studies in Health • Contemporary Health Priorities in Australia • Health and the Environment
Assessment	<ul style="list-style-type: none"> • Two Issues Responses (2 x 20%) – Effects of Alcohol and Drugs on Health Essay, Environment of others' Practical Task • Group Activity (30%) – Careers and Vocational Studies in Health Presentation • Investigation (30%) – Contemporary Health Priorities in Australia Essay
Notes	This course aims to give students the required understanding and skills to succeed in Stage 2 Health. It is recommended that students undertake this subject if they intend to choose Stage 2 Health.

Subject	11 Legal Studies: Justice & Society
Description	<p>The course is an introduction to the Australian Legal System, and explores current criminal and civil legal issues and cases in South Australia. Students will also learn about the process of resolving legal disputes in Australia.</p> <p>Three key topics are undertaken in this subject:</p> <ul style="list-style-type: none"> • An introduction to the Australia legal system- Parliament, the Executive and the Courts • The Criminal Justice System • Justice and society- current legal issues. For example, Mandatory sentencing, Prisons, Tort law and Victims and the court process. <p>Students will have the opportunity to visit the South Australian Supreme, District and Magistrates Courts as part of their course.</p>
Assessment	<p>Assessment: summative tasks include a Media Analysis, Issues Study, Mock trial and Individual Presentation.</p>
Notes	<p>This course is a good introduction for Stage 2 Legal Studies, and Justice studies at both University and TAFE.</p>

Subject	11 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 in Year 10 Maths.</p> <p>The topics covered may include:</p> <ul style="list-style-type: none"> • Functions & Graphs • Polynomials (including Quadratics) • Trigonometry
Assessment	<p>Each unit will be assessed using three types of tasks:</p> <ul style="list-style-type: none"> • Skills Assessment Tasks (e.g. tests) • Folio Tasks (e.g. Investigations) • Exam
Notes	<p>Students intending to study Stage 2 Mathematical Methods must satisfactorily complete Stage 1 Mathematical Methods 1 and 2.</p> <p>Students intending to study Stage 2 Specialist Mathematics must also satisfactorily complete Stage 1 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	11 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 in Year 10 Maths.</p> <p>The topics covered may include:</p> <ul style="list-style-type: none"> • Counting & Statistics • Introduction to Differential Calculus • Growth & Decay
Assessment	<p>Each unit will be assessed using three types of tasks:</p> <ul style="list-style-type: none"> • Skills Assessment Tasks (e.g., tests) • Folio tasks (e.g. Investigations) • Exam
Notes	<p>Students intending to study Stage 2 Mathematical Methods must satisfactorily complete Stage 1 Mathematical Methods 1 and 2.</p> <p>Students intending to study Stage 2 Specialist Mathematics must also satisfactorily complete Stage 1 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	11 Metal Technology 1
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"> • Major – 35% • Minor – 15% • Design Folio – 30% • Skills tasks.
Notes	<p>Full year course. Metal Technology at year 10 would be an advantage but not essential.</p>

Subject	11 Multimedia
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	<p>An interest in computing and its application to art and design is assumed.</p>

Subject	11 Music Experience
Description	<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"> • Skills Presentation (Performance) • Skills Development (Theory) • Folio, which will include two written tasks or research based tasks.
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>

Subject	11 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>Students will be involved in the following aspects of photography:</p> <ul style="list-style-type: none"> • Basic and Advanced Camera Operation • Photoshop - Manipulation, superimposing effects and graphic design • Composing Photographic images • Basic and Advanced Photoshop Techniques
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	11 Physical Education A
Description	<p>Students explore the participation in and performance of human physical activities.</p> <p>Stage 1 Physical Education has three focus areas:</p> <p>Focus Area 1: In movement</p> <ul style="list-style-type: none"> • Students explore physical activity by extending and applying their knowledge of movement concepts and strategies, and skill learning. <p>Focus Area 2: Through movement</p> <ul style="list-style-type: none"> • Students explore physical activity through movement concepts and strategies with a socio-cultural lens. They explore barriers and enablers to physical activity, identifying how personal, social, and cultural factors affect participation. <p>Focus Area 3: About movement</p> <ul style="list-style-type: none"> • Students develop theoretical knowledge to understand the richness and diversity of movement experiences. Physical activity contexts enable students to apply their knowledge to real-life experiences to evaluate participation and performance outcomes.
Assessment	<p>The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education.</p> <p>Assessment Type 1: 40% Performance Improvement: Two tasks 20% each based on practical.</p> <p>Assessment Type 2: 60% Physical Activity Investigation. Three tasks 20% each based on practical.</p>
Notes	Students would have to successfully complete a semester of PE at Year 10.

Subject	11 Physical Education B
Description	<p>Students explore the participation in and performance of human physical activities.</p> <p>Stage 1 Physical Education has three focus areas:</p> <p>Focus Area 1: In movement</p> <ul style="list-style-type: none"> • Students explore physical activity by extending and applying their knowledge of movement concepts and strategies, and skill learning. <p>Focus Area 2: Through movement</p> <ul style="list-style-type: none"> • Students explore physical activity through movement concepts and strategies with a socio-cultural lens. They explore barriers and enablers to physical activity, identifying how personal, social, and cultural factors affect participation. <p>Focus Area 3: About movement</p> <ul style="list-style-type: none"> • Students develop theoretical knowledge to understand the richness and diversity of movement experiences. Physical activity contexts enable students to apply their knowledge to real-life experiences to evaluate participation and performance outcomes. <p>Tasks in this will vary from PE A.</p>
Assessment	<p>The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education.</p> <p>Assessment Type 1: 40% Performance Improvement: Two tasks 20% each based on practical.</p> <p>Assessment Type 2: 60% Physical Activity Investigation. Three tasks 20% each based on practical.</p>
Notes	Students would have to successfully complete a semester of PE at Year 10 or Stage 1 PE A.

Subject	11 Physics 1
Description	<p>This is a first semester introductory senior school Physics program that focuses on the application of Physics in everyday life. Learning in this program will be focussed on scientific theme of Rocketry including the following topics:</p> <ul style="list-style-type: none"> • Linear Motion and Forces • Electric Circuits • Heat
Assessment	<p>Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:</p> <ul style="list-style-type: none"> • Investigations Folio including practical investigations, experiments and Science as a Human Endeavour (SHE) Assignment (70%) • Skills and Applications Tasks (30%)
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.</p>

Subject	11 Physics 2
Description	<p>This is a semester introductory Senior School Physics program that focuses on the application of Physics in real life contexts. It builds on the principles and concepts of motion, electricity and heat introduced in Semester 1 and enables students to apply their knowledge in practical activities, deconstruct design investigations, SHE tasks and research investigations.</p> <p>Learning in this program will be based on the topics:</p> <ul style="list-style-type: none"> • Motion and Forces • Electricity and Electric circuits • Heat • Energy and Momentum • Waves • Nuclear Physics and Radioactivity
Assessment	<p>Students demonstrate evidence of their learning through the following assessment types:</p> <ul style="list-style-type: none"> • Investigations Folio including practical experiments including Science as a Human Endeavour Assignment(70%) • Skills and Applications Tasks (30%)
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.</p>

Subject	11 Psychology A/B
Description	<p>This subject will suit students who have an interest in understanding their own behaviour and the behaviour of others. Psychology is the study of human behaviour. Psychological knowledge can be applied to improve outcomes and the quality of experience in every area of life (e.g. education, intimate relationships, child rearing, employment, and leisure).</p> <p>The subject consists of:</p> <ul style="list-style-type: none"> • Introduction to Psychology <p>Plus two other topics from:</p> <ul style="list-style-type: none"> • Social Influence and Social Interaction • Intelligence • Cognition • Brain and Behaviour • Human Psychological Development • Emotion
Assessment	Assessment for Psychology consists of the set assessment tasks being graded against the SACE performance standards for Psychology.
Notes	An interest in human behaviour. General literacy, numeracy and ICT skills.

Subject	11 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"> • Sources Analysis 50% • Group Activity 25% • Investigation 25%
Notes	<p>This course helps build useful skills to go on to Stage 2 Society and Culture and for Stage 2 Research Project.</p>

Subject	11 Specialist Mathematics
Description	<p>This course is one of a group designed to give students the required skills and understandings in preparation for Maths Studies & Specialist at Stage 2. It is compulsory for students wishing to study Specialist Maths at Stage 2, but recommended 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 in Year 10 Maths.</p> <p>The topics covered may include:</p> <ul style="list-style-type: none"> • Vectors • Periodic Phenomena (Further Trigonometry) • Real & Complex Numbers
Assessment	<p>Each unit will be assessed using three types of tasks:</p> <ul style="list-style-type: none"> • Skills Assessment Tasks (e.g., tests and assignments) • Directed Investigations • Exam
Notes	<p>Students intending to study Stage 2 Mathematical Studies must satisfactorily complete Stage 1 Mathematical Methods 1 and 2.</p> <p>Students intending to study Stage 2 Specialist Mathematics must also satisfactorily complete Stage 1 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	11 Sports Studies (Integrated Learning)
Description	<p>Sport 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"> • Complete two/three sports focusing on teamwork and skill development. • Will complete an individual sports related project of their choice • Will be involved in a group activity
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	11 Visual Art
Description	<p>Students express ideas through practical work of painting, printmaking, sculpture, textiles and 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"> • Folio - planning of practical work • Practical - a resolved art work and a Practitioner's statement • Visual Study - a development of art skills and learning
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	11 Woodwork Furniture Construction
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"> • Skills + app tasks 20% • Products 50% • Folio 30% <p>(Investigate, planning, producing, evaluating)</p>
Notes	<p>This is a full year course.</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	12 Biology
Description	<p>The course is organised around four themes.</p> <ul style="list-style-type: none"> • Topic 1: DNA and Proteins Students investigate the structure of DNA and the processes involved in the transmission of genetic material to the next generation. Students relate gene expression to protein production and look at the ethical implications and consequences of gene modification. • Topic 2: Cells as the Basis of Life – students examine the cell theory, the structure and function of the cell membrane, the exchange of materials, and processes required for cell survival. • Topic 3: Homeostasis – develop an understanding of how homeostasis is the whole set of responses that occur in multicellular organisms, which enable their survival in their environment. • Topic 4: Evolution – students investigate the genetic basis for the theory of evolution by natural selection. They explore genetic variation in gene pools, selection pressures, and isolation effects to explain speciation and extinction events. <p>A large part of the course is devoted to practical investigation with a focus on science inquiry skills and also looking at science as a human endeavour.</p>
Assessment	<p>School based assessment</p> <ul style="list-style-type: none"> • Investigations folio Two practical investigations, one being a design practical and a SHE investigation (30%) • Skills and applications tasks - four tests (40%) <p>External assessment</p> <ul style="list-style-type: none"> • Examination (30%)
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	12 Chemistry
Description	<p>This course consists of the following five compulsory topics.</p> <ul style="list-style-type: none"> • Topic 1 Monitoring the environment includes topics on climate change, photochemical smog, volumetric analysis, chromatography and atomic spectroscopy. • Topic 2 – Managing chemical processes including rates of reaction equilibrium and yield and optimising production. • Topic 3 Organic and biological chemistry including alcohols, aldehyde and ketones, carbohydrates, carboxylic acids, amines, esters, amides, triglycerides and proteins. • Topic 4 – Managing resources including energy, water, soil and materials. <p>Skills and practicals including Science as a Human Endeavour task (SHE) are embedded throughout the course.</p>
Assessment	<p>Assessment in this subject will comprise:</p> <ul style="list-style-type: none"> • External examination 30% • School assessment 70% - 4 tests, 2 practicals and SHE task • Assessment will consist of Investigations folio (40%) including practicals and issues investigation Skills and Applications tasks (30%) - tests and exams
Notes	<p>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 \$29 in term 2.</p>

Subject	12 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"> • three responses to texts • four created texts (one of which is a writer’s statement) • one comparative analysis (Externally Assessed)
Notes	

Subject	12 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"> • Assessment Type 1: Academic Literacy Study (30%) • Assessment Type 2: Responses to Texts (40) <p>External Assessment (30%)</p> <ul style="list-style-type: none"> • Assessment Type 3: Examination (30%). <p>Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete:</p> <ul style="list-style-type: none"> • two tasks for the academic literacy study (one oral and one written) • four tasks for the responses to texts (at least one oral and two written) • one examination.
Notes	

Subject	12 Essential English
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"> • three assessments for responding to texts • three assessments for creating texts • one language study
Notes	<p>Successful completion of Stage One English, Essential English or English as an Alternative Language or Dialect</p>

Subject	12 Essential Mathematics
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 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"> • Assessment Type 1: Skills and Applications Tasks (30%) • Assessment Type 2: Folio (40%) <p>External Assessment (30%)</p> <ul style="list-style-type: none"> • Assessment Type 3: Examination (30%) <p>Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:</p> <ul style="list-style-type: none"> • iver skills and applications tasks • two folio tasks • one examination
Notes	<p>Students studying Essential Maths at Stage 2 need to have successfully completed 2 units of Stage 1 Essential Mathematics, or preferably 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	12 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"> • Sociocultural influences • Technological influences • Economic and environmental influences • Political and legal influences • Contemporary and future issues
Assessment	<p>School Based Assessment</p> <ul style="list-style-type: none"> • Practical activity (50%) • Group activity (20%) <p>External Assessment</p> <ul style="list-style-type: none"> • Investigation (30%)
Notes	<p>Recommended</p> <p>Basic cooking skills</p> <p>Sound English skills</p> <p>In accordance with WHS-covered shoes & short fingernails free of polish during practical lessons.</p>

Subject	12 Health
Description	<p>Stage 2 Health is a 20-credit SACE course that develops students understanding of the influences on personal and community health and wellbeing, health promotion and the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues. Students also develop and implement practical tasks to improve the health and well-being of themselves and the community.</p> <p>Students develop and apply their understanding of two core concepts and have the option to develop their understanding of 6 optional studies independently or in small groups.</p> <p>Core Concepts: Health Literacy, The Social and Economic Determinants of Health</p> <p>Option Studies: Health Promotion in the Community, Health and Environment, Sexuality and Health, Risks and Challenges to Health, Stress and Health and Vocational Studies and Applications in Health.</p>
Assessment	<p>This course is assessed internally by the teacher and externally moderated by SACE Board.</p> <ul style="list-style-type: none"> • Practical Tasks (20%): Personal Lifestyle Contract, Wellbeing of others contract • Issues Analysis (20%): Racism Issues Analysis, Community Agency Issues Analysis, Dilemma Solving Issues Analysis • Major Group Presentation (30%) • Investigation 30% (this component is externally marked by SACE Board)
Notes	<p>Sound English skills are recommended as detailed written reports (1000-2000 words) for each assessment task.</p> <p>Understanding of how to complete an Issues Analysis</p>

Subject	12 Legal Studies
Description	<p>Significant research and literary analysis skills are assumed. Students must develop fluent persuasive writing skills. Students will discuss and analyse many daily issues through this study of the Australian legal system.</p> <p>There are four topics:</p> <ul style="list-style-type: none"> • The Australian Legal System • Constitutional Government • Lawmaking • Justice Systems
Assessment	<p>The assessment includes three types</p> <p>School Based Assessment</p> <p>Type 1 Folio (50%), this may include</p> <ul style="list-style-type: none"> • Tests • Essays • Media analysis exercises • Debates • Source analysis • Short responses to stimuli <p>Type 2 Inquiry (20%)</p> <p>Issue study in which students present a report on their inquiry of a maximum of 1500 words. The inquiry must be based in a contemporary issue in Australian law</p> <p>External Assessment</p> <p>Type 3 Examination (30%)</p> <p>Students undertake a 3 hour external examination at the end of the course. The external exam is conducted by the SACE Board of SA</p>
Notes	This subject has a 3 hour exam at the end of the year.

Subject	12 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>CALCULUS - Differential Calculus</p> <ul style="list-style-type: none"> • Integral Calculus • Logarithmic Functions <p>STATISTICS - Discrete Random Variables</p> <ul style="list-style-type: none"> • Continuous Random Variables • Sampling and Confidence Intervals
Assessment	<p>School Based Assessment</p> <ul style="list-style-type: none"> • Skills and application tasks (Tests) 50% • Investigation 20% <p>External Assessment</p> <ul style="list-style-type: none"> • Examination 30%
Notes	<p>Students studying Mathematical Studies need to have successfully completed Stage 1 Mathematical Methods 1, 2 and preferably 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	12 Metal Technology
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 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.

Subject	12 Multimedia (Creative Arts)
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> <ul style="list-style-type: none"> • Assessment Type 1: Product (50%) • Assessment Type 2: Investigation (20%) <p>External assessment 30%</p> <ul style="list-style-type: none"> • Assessment Type 3: Practical Skills (30%)
Notes	None

Subject	12 Music Experience
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"> • Skills Presentation, 2x8 minute Performance (live or multimodal) • Folio, which will include a performance review, research based tasks and short composition. • Self-Reflection of performances.
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	12 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"> • Basic and Advanced Camera Operation - Portraits, Landscapes, Sport • Composing Photographic images • Basic and Advanced Photoshop Techniques - Superimposing and image Manipulation • Photographic presentation techniques
Assessment	<p>School Based Assessment</p> <ul style="list-style-type: none"> • Skills and applications tasks (20%) • Product (50%) <p>External assessment</p> <ul style="list-style-type: none"> • Design Folio (30%) <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	12 Physical Education
Description	<p>Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.</p> <p>Focus Area 1: In movement</p> <ul style="list-style-type: none"> • Education ‘in’ physical activity is about students making meaning of personal movement experiences. <p>Focus Area 2: Through movement</p> <ul style="list-style-type: none"> • Education ‘through’ physical activity is about students using movement to achieve the goals of 21st-century education, including personal, intellectual, and social skill development. <p>Focus Area 3: About movement.</p> <ul style="list-style-type: none"> • Education ‘about’ physical activity enables students to develop theoretical knowledge to understand the richness and diversity of movement experiences. Students apply their knowledge to real-life experiences to evaluate participation and performance outcomes.
Assessment	<p>School Assessment (70%)</p> <ul style="list-style-type: none"> • Assessment Type 1: Diagnostics (30%) Two or Three tasks based on their practical activity • Assessment Type 2: Improvement Analysis (40%) One task based on their practical activity. <p>External Assessment (30%)</p> <ul style="list-style-type: none"> • Assessment Type 3: Group Dynamics (30%) One group task
Notes	<p>This is an ATAR subject</p> <p>It is recommended that students have successfully completed Stage 1 PE A or B.</p>

Subject	12 Physics
Description	<p>Practical investigations, computer simulations, interactive learning objects and teacher demonstrations are used to familiarise students with concepts and phenomena. The course consists of four main sections each containing four topics where the physics is explained and an application is provided.</p> <ul style="list-style-type: none"> • Section 1: Motion and Relativity (Projectiles, Uniform Circular Motion, Gravitation and Satellites, Momentum and Relativity) • Section 2: Electricity and Magnetism (Electric Fields, Motion of charged particles in electric fields, Magnetic Fields, Motion of charged particles in Magnetic fields and Electromagnetic Induction. • Section 3: Light and atom wave behaviour of light, wave-particle duality structure of the atom and the standard atomic model.
Assessment	<ul style="list-style-type: none"> • School based folio: investigations, deconstruct design and practicals including Science as a Human Endeavour Assignment (40%) • Skills and Applications tasks (30%) • External final examination (30%)
Notes	<p>Curriculum Pathway: Degrees in Physics, Engineering (all branches), Telecommunications, Space Science technology, Robotics, Mechatronics, Electronics and many more. Students will be encouraged to buy a SASTA Study Guide for revision in term 3.</p>

Subject	12 Psychology
Description	<p>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>Year 12 Psychology covers 6 main topics:</p> <ul style="list-style-type: none"> • Introduction to Psychology • Social Cognition • Learning • Personality • States of Awareness • Healthy Minds
Assessment	<p>Assessment is continuous for the 6 topics above and forms 40% of the overall assessment. Two Investigations are also carried out during the course worth 30% of the overall assessment. The rest of the assessment is covered by an end of year exam.</p>
Notes	

Subject	12 Research Project
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% * Assessment Type 1: Folio (30%) * Assessment Type 2: Research Outcome (40%) Externally Assessed 30% *Assessment Type 3: Evaluation/Review (30%)
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: * Research Project A, or * Research Project B. Students choose 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.

Subject	12 Society and Culture
Description	<p>Through Society & 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"> • Group 1 – Culture: Cultural Diversity; Youth Culture; Work and Leisure; The Material World • Group 2 – Contemporary Challenges : Social ethics; contexts of Aboriginal & Torres Strait Islander people; Technological Revolutions; People and the Environment • Group 3 – Global issues: Globalisation; A Question of Rights; People and Power.
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"> • Folio (50%) • Interaction (20%) <p>External Assessment</p> <ul style="list-style-type: none"> • Investigation (30%)
Notes	Further information can be found at www.saceboard.sa.edu.au

Subject	12 Specialist Mathematics
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 Mathematical Methods.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Mathematical Induction • Complex Numbers • Functions and their Graphs • Vectors in 3D • Further Integral Calculus • Differential Equations
Assessment	<p>School Based Assessment</p> <ul style="list-style-type: none"> • Skills and application tasks (Tests) 50% • Investigation 20% <p>External Assessment</p> <ul style="list-style-type: none"> • Examination 30%
Notes	<p>Specialist Mathematics must be taken with, or after Mathematical Methods. Students should have successfully completed Stage 1 Mathematical Methods 1, 2 & 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>

Subject	12 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"> • Complete three practicals and journal about their development. • Produce a folio of work • A group activity leading a sporting session • An individual sports related issue/project of the students choice
Assessment	<ul style="list-style-type: none"> • Sports Practical and Journal (30%) • Folio and Discussion (20%) • Group activity (20%) • Individual project- Externally moderated (30%)
Notes	<p>This is an ATAR subject</p> <ul style="list-style-type: none"> • Students will need to have successfully completed at least a semester of PE stage 1 • Sports studies Stage 1

Subject	12 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"> • Folio 40% • Practical 30% External assessment: <ul style="list-style-type: none"> • Visual Study 30%
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	12 Woodwork (Construction Technology)
Description	<p>Students will undertake practical activities which include:</p> <ul style="list-style-type: none"> • Jig making and solid timber joining techniques. • Frame and solid carcass cabinet construction – traditional and contemporary. • Japanese style stool & occ table. • Machining techniques involving material preparation, joint construction, turning and finishing. • Teaching and learning of static machines and power tools. • Teaching and learning the safe use of static machines and power tools.
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"> • A folio of work (design brief) covering the designing and making of a piece of furniture must be kept and presented for assessment. • Students will undertake a range of written assignments relating to knowledge issues in Wood Technology. <p>Externally moderated by SACE Board.</p> <p>School based assessment</p> <ul style="list-style-type: none"> • Skills and application tasks (20%) • Product (50%) <p>External assessment</p> <ul style="list-style-type: none"> • Folio (30%) • Product record and evaluation - evidence of learning
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>