



HAMILTON SECONDARY COLLEGE

2025 Senior Secondary Subjects Handbook



HAMILTON
SECONDARY COLLEGE



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Contents

The SACE

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The 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 Secondary College 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

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 indepth 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.



The SACE

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

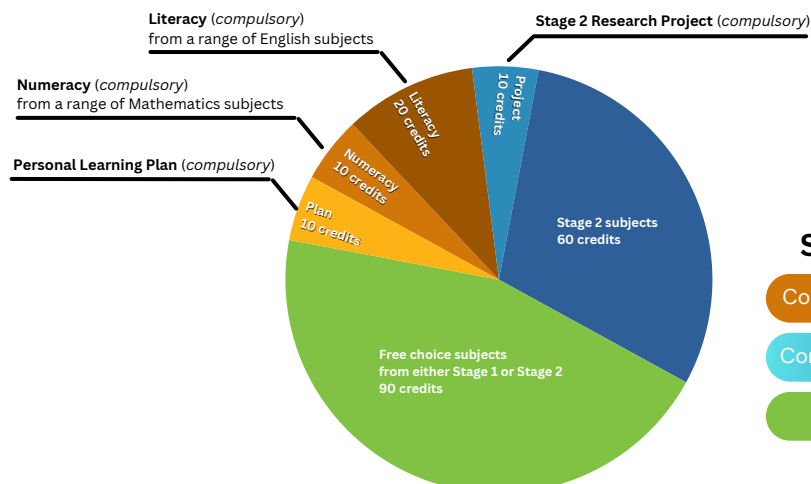
Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total.

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

SACE Structure & 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



The SACE

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.



Stage 1 & 2 Mathematics Options

Description

Students are provided with multiple options in their mathematical studies in Stage 1 and 2.

Students are recommended the appropriate Mathematics course by their Year 10 Maths teachers based on their previous achievement.

In Stage 1, the study and successful completion of a Maths course is required for students to attain their compulsory numeracy credits for the SACE.

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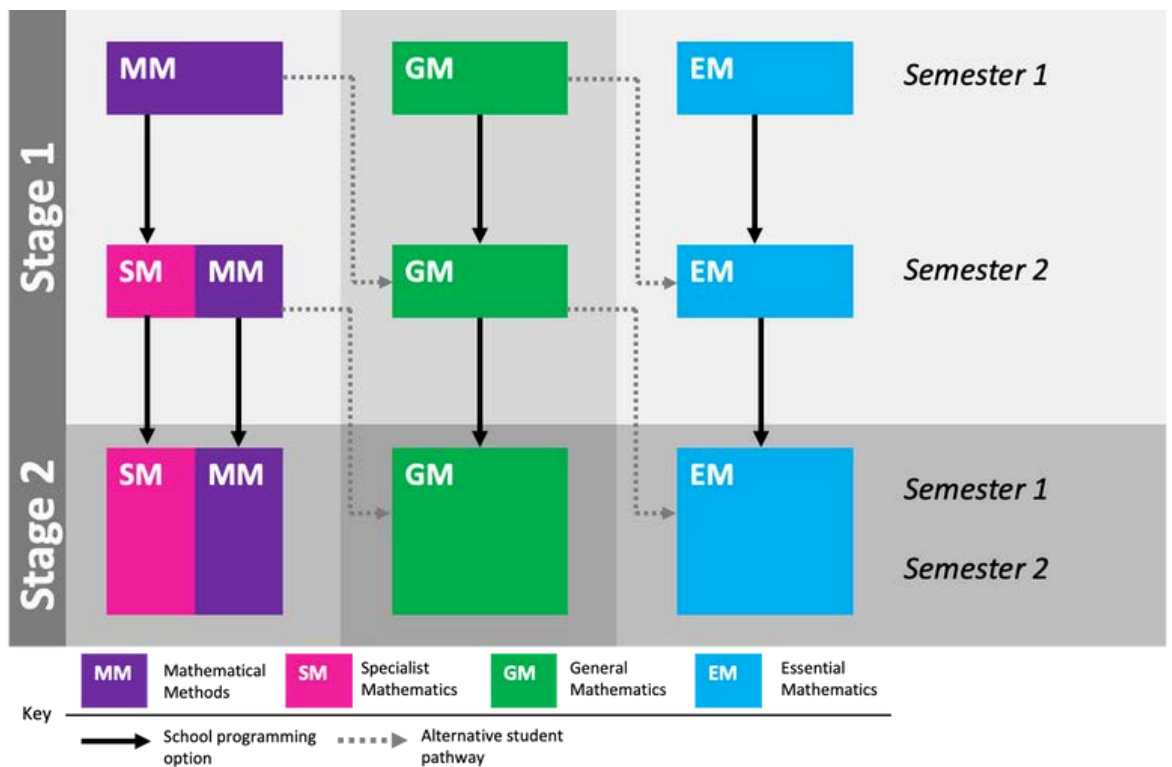
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Stage 1 Mathematical Methods 1

Description

- 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.
- The topics covered may include:
 - Functions & Graphs
 - Polynomials (including Quadratics)
 - Trigonometry

Assessment

- Topics will be assessed using three types of tasks:
 - Skills Assessment Tasks (e.g. tests)
 - Folio Tasks (e.g. Investigations)
 - Exam

Notes

Students intending to study Stage 2 Mathematical Methods must satisfactorily complete Stage 1 Mathematical Methods 1 and 2. It is also highly recommended they study Stage 1 Specialist Maths in the second semester.

Students intending to study Stage 2 Specialist Mathematics must also satisfactorily complete Stage 1 Specialist Mathematics. Students must achieve a B grade or higher in both Methods and Specialist in Stage 1 to be recommended for Stage 2 Methods (and Stage 2 Specialist Mathematics).

Stage 2 Mathematical Methods can be studied as a single subject; however, Specialist Mathematics is designed to be studied together with Mathematical Methods.

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.)

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Stage 1 Mathematical Methods 2

Description

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.

The topics covered may include:

- Counting & Statistics
- Introduction to Differential Calculus
- Growth & Decay

Assessment

- Topics will be assessed using three types of tasks:
- Skills Assessment Tasks (e.g. tests)
- Folio Tasks (e.g. Investigations)
- Exam

Notes

Students intending to study Stage 2 Mathematical Methods must satisfactorily complete Stage 1 Mathematical Methods 1 and 2. It is also highly recommended they study Stage 1 Specialist Maths in the second semester.

Students intending to study Stage 2 Specialist Mathematics must also satisfactorily complete Stage 1 Specialist Mathematics. Students must achieve a B grade or higher in both Methods and Specialist in Stage 1 to be recommended for Stage 2 Methods (and Stage 2 Specialist Mathematics).

Stage 2 Mathematical Methods can be studied as a single subject; however, Specialist Mathematics is designed to be studied together with Mathematical Methods.

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.)

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Stage 1 Maths Specialist

Description

This course is one of a group designed to give students the required skills and understandings in preparation for Maths Methods & 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.

The topics covered may include:

- Vectors
- Periodic Phenomena (Further Trigonometry)
- Real & Complex Numbers

Assessment

Topics will be assessed using three types of tasks:

- Skills Assessment Tasks (e.g., tests and assignments)
- Folio Task
- Exam

Notes

Students intending to study Stage 2 Mathematical Methods must satisfactorily complete (at least a B grade or higher) Stage 1 Mathematical Methods 1 and 2. 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.

Stage 2 Mathematical Methods can be studied as a single subject; however, Specialist Mathematics is designed to be studied together with Mathematical Methods.

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.)

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Stage 1 Maths General A

Description

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.

Successful completion General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics. Topics studied cover a range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject, there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Stage 1 General Mathematics consists of the following seven topics:

Topic 1: Investing and borrowing

Topic 2: Measurement

Topic 3: Statistical investigation

Topic 4: Applications of trigonometry

Topic 5: Linear and exponential functions and their graphs

Topic 6: Matrices and networks

Assessment

Topics will be assessed using three types of tasks:

Skills and Applications Assessment Tasks (e.g., tests, assignments, exam)

Investigations

Notes

Students intending to study General Mathematics at Stage 2 are advised to study both units of Stage 1 General Mathematics A and B, achieving a B grade level or higher in both semesters.

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Stage 1 Maths General B

Description

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.

This second unit builds on the skills and knowledge in Part A, and is recommended for students wishing to study Stage 2 General Maths. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Topics studied cover a range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject, there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Stage 1 General Mathematics consists of the following seven topics:

Topic 1: Investing and borrowing

Topic 2: Measurement

Topic 3: Statistical investigation

Topic 4: Applications of trigonometry

Topic 5: Linear and exponential functions and their graphs

Topic 6: Matrices and networks

Assessment

Topics will be assessed using three types of tasks:

- Skills and Applications Assessment Tasks (e.g., tests, assignments, exam)
- Investigations

Notes

Students intending to study General Mathematics at Stage 2 are advised to study both units of Stage 1 General Mathematics A and B, achieving a B grade level or higher in both semesters

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Stage 1 Maths Essentials

A/B

Description

This subject is designed for :

(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);

(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. 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.

It may include:

- 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

Topics will be assessed using three types of tasks:

- Skills and Applications Assessment Tasks (e.g., tests, class tasks and assignments)
- Folio Tasks
- Projects

Student work will be moderated by the SACE Board to finalise grades.

Notes

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.

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Stage 1 & 2 English Options

Description

Students are provided with multiple options in their English studies in Stage 1 and 2.

Students are recommended the appropriate English course by their Year 10 English teachers based on their previous achievement.

In Stage 1, the study and successful completion of two semesters of an English course is required for students to attain their compulsory literacy credits for the SACE.

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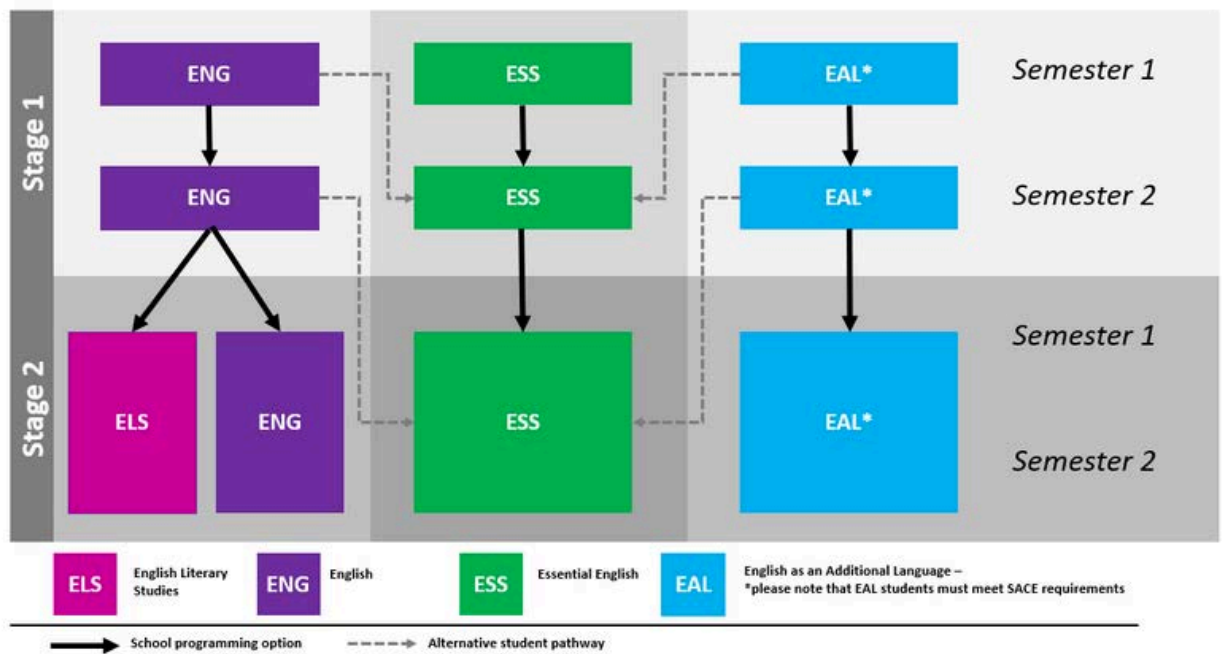
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Stage 1 English

Description

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.

Assessment

The following assessment types enable students to demonstrate their learning across 4 tasks per semester in Stage 1 English:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

Notes

20 credits of Literacy are compulsory for SACE acquisition. It is required that all students complete two units at Stage 1.





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.

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Assessment

The following assessment types enable students to demonstrate their learning across 4 tasks per semester in Stage 1 Essential English:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts.

Notes

20 credits of Literacy are compulsory for SACE acquisition. It is required that all students complete two units at Stage 1.





Stage 1 English as an Additional Language or Dialect

Description

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.

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.

Writing letters and essays, presenting oral and written reports, holding discussions, reviewing and critical literacy are some of the skills to be developed.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 English as an Additional Language:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Interactive Study
- Assessment Type 3: Language Study.

Notes

20 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.

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Stage 1 Aerospace Studies and Satellites

Description

1 Semester

Aerospace and Satellites, including 'Internet of Things' (IoT) is the framework that enables students to engage in inquiry-based learning and develop their understanding of aerospace concepts and satellite communications through mainly practical activities.

The two main topics are:

- Aerodynamics (Atmospheric flight) / Astrodynamics (Space flight)
- Space communication and technology skills

Both these topics will be underpinned with developing student capacity for an understanding of careers within a rapidly growing local Space sector

Assessment

Assessment task types:

1. Inquiry folio involving three parts:

- Practical investigation: Design task
- Theoretical investigation: Analysis and interpretation task
- Science as a human endeavour investigation

2. Collaborative inquiry.

Notes

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, satellite communications and or space.

This subject continues through to Stage 2 and develops skills that are useful for any industry that collects data and analyses results.

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Stage 1 Biology A

Description

Students must also choose Biology in Semester 2

Biology A is a 10-credit subject at Stage 1 and a 20-credit subject at Stage 2. 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.

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.

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. 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.

Assessment

Biology is a 10-credit subject

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students complete:

- at least one practical investigation
- one investigation with a focus on science as a human endeavour (SHE)
- at least one skills and applications task which may include written or practical tests.

The three strands of science to be integrated throughout student learning are:

* science inquiry skills * science as a human endeavour * science understanding.

The topics for Stage 1 Biology are:

Topic 1: Cells and microorganisms Topic 3: Multicellular Organisms

Topic 2: Infectious disease Topic 4: Biodiversity and ecosystems dynamics

For a 10-credit subject, students study a selection of concepts from at least two of these topics.

Notes

Students intending to study Biology at Stage 2 should complete two semesters of Biology at Stage 1 at a B level or higher.

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Stage 1 Biology B

Description

For students who have completed Biology A which will then provide them with a total of 20 credits.

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. 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. 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. 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.

Assessment

Biology is a 10-credit subject.

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students complete:

- at least one practical investigation
- one investigation with a focus on science as a human endeavour (SHE)
- at least one skills and applications task which may include written or practical tests.

The three strands of science to be integrated throughout student learning are:

* science inquiry skills * science as a human endeavour * science understanding.

The topics for Stage 1 Biology are:

Topic 1: Cells and microorganisms

Topic 3: Multicellular Organisms

Topic 2: Infectious disease

Topic 4: Biodiversity and ecosystems dynamics

For a 10-credit subject, students study a selection of concepts from the above topics.

For a 20-credit subject, students study a selection of concepts from all four topics.

Notes

Students intending to study Biology at Stage 2 should complete two semesters of Biology at Stage 1 at a B level or higher.

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Stage 1 Chemistry 1

Description

Students must also choose Chemistry 2 in Semester 2.

Students must pick Chemistry 1 and 2 which will provide them with a total of 20 credits.

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. 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.

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).

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.

Assessment

The following assessment will be undertaken in Stage 1 Chemistry:

Chemistry 1 is a pre-requisite subject for Chemistry 2

Students complete:

- at least one practical investigation
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task which may include written or practical tests.

The three strands of science to be integrated throughout student learning are:

* science inquiry skills * science as a human endeavour * science understanding.

The topics for Stage 1 Chemistry 1 are:

Topic 1: Materials and their atoms

Topic 2: Combinations of atoms

Topic 3: Molecules

For a 10-credit subject, students study a selection of concepts from the above topics.

Notes

Appropriate covered footwear required and Maths General or higher mathematics is recommended.

Students intending to study Chemistry at Stage 2 should complete two semesters of Chemistry at Stage 1 at a B grade level or higher.

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Stage 1 Chemistry 2

Description

Students must have done Chemistry 1.

For students who have completed Chemistry 1. Will provide them with a total of 20 credits

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. 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.

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).

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.

Assessment

The following assessment will be undertaken in Stage 1 Chemistry:

Chemistry 1 is a pre-requisite subject for Chemistry 2

Students complete:

- at least one practical investigation
- one investigation with a focus on science as a human endeavour.
- At least one skills and applications task which may include written or practical tests.

The three strands of science to be integrated throughout student learning are:

* science inquiry skills * science as a human endeavour * science understanding.

The topics for Stage 1 Chemistry 2 are:

- Topic 1: Mixtures and solutions
- Topic 2: Acid and bases
- Topic 3: Redox reactions

For a 10-credit subject, students study a selection of concepts from the above topics.

Notes

Semester 1 Chemistry 1 is a pre-requisite for this subject.

Students intending to study Chemistry at Stage 2 should complete two semesters of Chemistry at Stage 1 at a B grade level or higher.

Appropriate covered footwear required.

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Stage 1 Physics 1

Description

If you select Physics 1 you must also choose Physics 2 in Semester 2

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. 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.

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.

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.

The three strands of science to be integrated throughout student learning are: science inquiry skills * science as a human endeavour * science understanding.

The topics for Stage 1 Physics are:

- Topic 1: Linear motion and forces
- Topic 2: Electric circuits
- Topic 3: Heat

Assessment

For a 10-credit subject, students undertake 4 Assessment tasks

Students complete:

- at least one practical investigation
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task which may include written or practical tests.

Notes

Curriculum Pathway:

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.

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Stage 1 Physics 2

Description

Students must have completed Physics 1 Semester 1.

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. 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.

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.

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.

The three strands of science to be integrated throughout student learning are: science inquiry skills * science as a human endeavour * science understanding.

The topics for Stage 1 Physics 2 are:

- Topic 4: Energy and momentum
- Topic 5: Waves
- Topic 6: Nuclear models and radioactivity.

Assessment

For a 10-credit subject, students undertake 4 Assessment tasks

Students complete:

- at least one practical investigation
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task which may include written or practical tests.

Notes

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. Achievement at a B grade level or higher in Stage 1 Physics is required for students to be recommended to study Stage 2 Physics.

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Stage 1 Psychology A/B

Description

Psychology A and B are two 10-credit subjects, and a 20-credit subject at Stage 2. 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.

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.

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:

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.

The three strands of science to be integrated throughout student learning are: science inquiry skills * science as a human endeavour * science understanding.

The topics for Stage 1 Psychology are:

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context
- Topic 7: Negotiated Topic.

Assessment

For a 10-credit subject, students undertake:

Students undertake:

- one psychological investigation
- one investigation with a focus on science as a human endeavour (SHE)
- one or two skills and applications tasks which may include written tests or exams.

Notes

An interest in human behaviour. General literacy, numeracy and ICT skills. Students can take subjects in either one or both semesters (Full year).

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Stage 1 Drama A/B

Description

In Stage 1 Drama, students will explore the various roles from the dramatic fields of theatre and/or screen. They will refine their skills and increase their confidence as communicators by creating live, multimodal, oral, and written products. Students have the opportunity to perform, design, collaborate, experiment and analyse both their own work and the work of other theatre practitioners as they explore different dramatic ideas, texts, styles and conventions.

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Assessment

For a 10-credit subject, students should provide evidence of their learning through three assessments.

Students complete:

- Assessment Type 1: Performance (40%)
- students engage in a group or individual performance and reflect on the dramatic process
- Assessment Type 2: Responding to Drama (30%)
- Students reflect on their own responses to dramatic performances
- Assessment Type 3: Creative Synthesis (30%)
- Students apply the dramatic process to a published dramatic text or self-devised piece to create a concept or vision for a hypothetical or actual dramatic piece.

Notes

Please note that participation in performance is a large part of the course.





Stage 1 Music Explorations 1/2

Description

Students must choose for the Full Year. 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. Students are anticipated to practice regularly on their chosen instrument to prepare performance pieces of approximately 3–4 minutes each semester. 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. Students reflect on music making around the world by reviewing live music performances and reflecting on their own music performances. It is a requirement that students participate in instrumental lessons, or seek private instrumental lessons.

Assessment

Assessment will be aligned to Performance Standards. Students will be assessed in the following areas:

- Skills Presentation (Performance)
- Skills Development (Theory)
- Folio, which will include two written tasks or research based tasks.

Notes

Students must be able to practice and work on the theory on an independent basis. Students may need to find their own instrumental tuition.





Stage 1 Information

Processing and Publishing (IPP) A/B

Description

- Information Processing and Publishing (IPP) uses a combination of computer technologies and creativity to create text-based products that communicate with their audience. This subject uses creative and technology skills, from Word to the Adobe Design Suite.
- Depending on the focus area, IPP can develop web-based or print-based design skills that are useful across a range of contexts.
- Main Topics Covered
- Personal Publishing – students use a range of programs to analyse and create print-based designs that appeal to their target audience. They complete an issues analysis on a contemporary issue, and the semester culminates in a large project where they must create a product that meets their design brief. Examples of text forms are below.

Assessment

- AT1 Practical Skills –minimum 3 tasks 50% (logo design, business cards and vouchers, event invites, digital resumes, event posters, brochures etc)
- AT2 Issues Analysis 20% (Copyright, Device Protection, Typography use, E-Waste, Plagiarism etc)
- AT3 Product and Documentation Task 30% (Social Media branding package, festival poster and ticket package, accommodation package, magazine design etc)

Notes

Available to any student.

Links between Stage 1 & 2:

Understanding the design process, principles and elements of design and the process of

completing an Issues Analysis will make Stage 2 easier to achieve success in.

Potential Pathways:

Tafe or University – Graphic Design or Visual Arts/ Media Courses

Marketing and Design Skills for business and the work force, as well as Social Media teams

Entrepreneurial Skills and Business

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Stage 1 Photography A/B

Description

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.

Students will be involved in the following aspects of photography:

- Basic and Advanced Camera Operation
- Photoshop – Manipulation, superimposing effects and graphic design
- Composing Photographic images
- Basic and Advanced Photoshop Techniques

Assessment

Folio (Camera and Photoshop Techniques)

Visual Study (Exploration of a particular skill, technique, equipment or artist)

Practical (see notes)

Notes

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.

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.





Stage 1 Visual Art A/B

Description

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.

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.

Students develop artwork that expresses ideas and opinions, with knowledge and competence in using art materials.

Students use drawing as a basis to develop works, which are completed in a variety of media.

Assessment

The following three areas of study are assessed:

- 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

An interest in and/or ability in drawing is essential.

The ability to develop ideas and work independently is needed.





Stage 1 Food and Hospitality A/B

Description

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.

Five areas of study:

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

Assessment

- Practical Activity (50%)
- Group Activity (20%)
- Investigation (30%)

Notes

WHS requirements in keeping with hospitality industry standards, including proper footwear and short fingernails free of polish.



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Stage 1 Metal Technology

1/2

Description

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.

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.

- Major (35%)
- Minor (15%)
- Design Folio (30%)
- Skills task (20%)

Notes

Full year course.
Metal Technology at Year 10 would be an advantage but not essential.

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Stage 1 Woodwork Furniture Construction 1/2

Description

Students will undertake practical activities which include a minor product (stool and occasional table) and a major product which could involve: Frame and solid carcass cabinet construction – traditional and contemporary Machining techniques involving material preparation, joint construction and timber finishing.

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Assessment

Assessment for Woodwork consists of the set assessment tasks being graded against the statewide performance standards for Design and Technology.

- Skills + app tasks (20%)
- Products (50%)
- Folio (30%)

(Investigate, planning, producing, evaluating)

Notes

This is a full year course.

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





Stage 1 Health and Wellbeing A

Description

- 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.
- 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.
- 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.
- Health and Wellbeing A focuses on the following topics:
 - Mental Health Issues
 - Body Image
 - Risk Taking Behaviour

Assessment

- Assessment Type 1: Practical Action
 - Road Awareness Program (RAP) Social Action Poster (30%)
 - Body Image Group Task Presentation (30%)
- Assessment Type 2: Inquiry
 - Mental Health Issue Inquiry (40%)

Notes

This course aims to give students the required understanding and skills to succeed in Stage 2 Health and Wellbeing.

It is recommended that students undertake this subject if they intend to choose Stage 2 Health.

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Stage 1 Health and Wellbeing B

Description

- 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.
- 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.
- 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.
- Health and Wellbeing B A focuses on the following topics:
 - Personal Lifestyle Choices
 - Sexual Health and Relationships
 - Current Media Trends

Assessment

- Assessment Type 1: Practical Action
 - Personal Health Action (30%)
 - Sexual Health Awareness Group Task Presentation (30%)
- Assessment Type 2: Inquiry
 - Domestic Violence or Respectable Relationships (40%)

Notes

This course aims to give students the required understanding and skills to succeed in Stage 2 Health and Wellbeing.

It is recommended that students undertake this subject if they intend to choose Stage 2 Health and Wellbeing.

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Stage 1 Physical Education 1/2

Description

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. There is a particular focus of learning 'in, through, and about' physical activity.

Education 'in' physical activity involves students making meaning of personal movement experiences. Education 'through' physical activity involves students using movement to strengthen their personal, intellectual, and social skill development. Education 'about' physical activity involves students developing an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity.

Physical activities can include sports, theme-based games, laboratories, and fitness and recreational activities. Classes can undertake a single-focus approach (e.g. single sport) or can undertake multiple sports, games, and/or activities.

Assessment

For a 10-subject subject, students are required to complete at least one of each of the following:

Assessment Type 1 – Performance Improvement

- Students participate in a variety of physical activities focusing on one or more movement concepts or strategies to consider ways to improve performance.

Assessment Type 2 – Physical Activity Investigation

- Students participate in one or more physical activities to investigate how personal, social, and cultural factors influence participation.

Notes

Available to any student. Students do not require strengths in any particular sport or activity. However, it is recommended that students have a strong interest in physical activity and achieving improvement in a range of skills and activities.

Students are recommended to complete both semesters of PE to prepare for Stage 2 Physical Education.



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Stage 1 Sports Studies (Integrated Learning) A/B

Description

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.

Students will:

- Complete two/three sports focusing on teamwork and skill development.
 - Complete an individual sports related project of their choice
- Be involved in a group activity

Assessment

- Practical (50%)
- Group activity (25%)
- Issues analysis task (25%)

Notes

Students must have successfully completed at least one semester of Year 10 PE.





Stage 1 Modern History

Description

This is a 1 Semester Course.

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.

Assessment

Students will complete four assessments as part of their studies of The Space Race and the Vietnam War.

Students will complete three historical skills tasks where they will show their learning through short answer questions, multimodal presentations and a historical essay.

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.

Notes

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.

This is a one semester course.

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Stage 1 Society and Culture

Description

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.

Students will be able to investigate a contemporary issues of their choice: eg Marriage Equality, Refugees, immigration, IVF gender selection, homelessness etc.

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Assessment

- Sources Analysis (50%)
- Group Activity (25%)
- Investigation (25%)

Notes

This course helps build useful skills to go on to Stage 2 Society and Culture and for Stage 2 Research Project.

This is a 1 semester course.





Stage 2 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 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.

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Stage 1 & 2 Mathematics Options

Description

Students are provided with multiple options in their mathematical studies in Stage 1 and 2.

Students are recommended the appropriate Mathematics course by their Stage 1 teachers based on their previous achievement.

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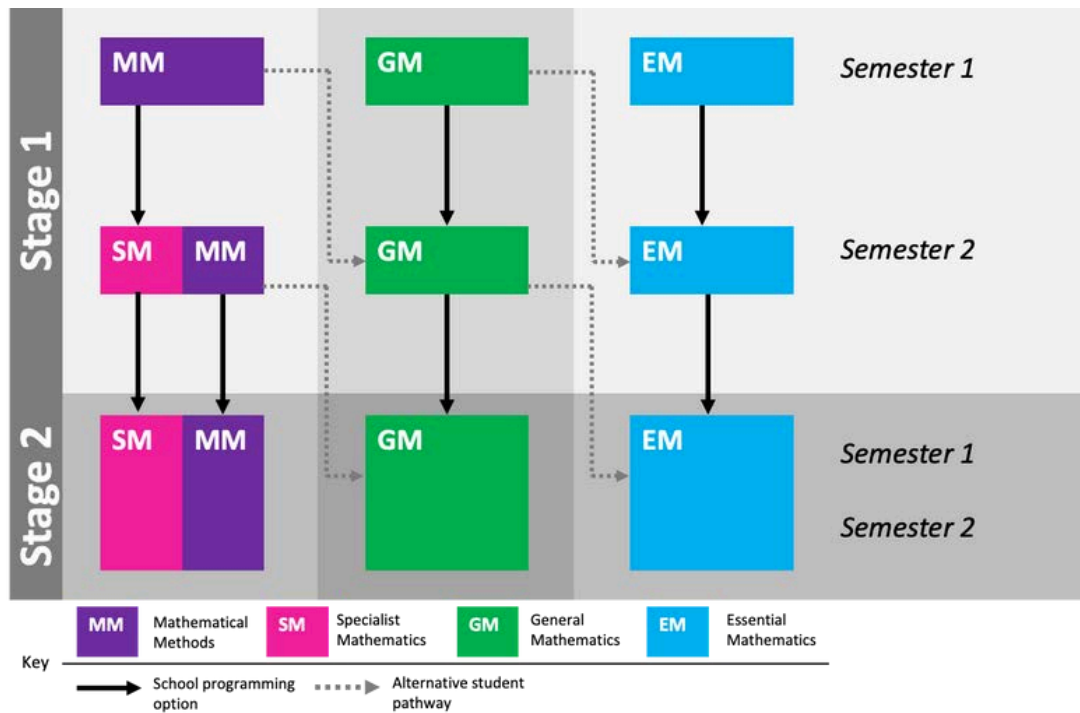
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Stage 2 Mathematical Methods

Description

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

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

Topics include:

CALCULUS

- Differential Calculus
- Integral Calculus
- Logarithmic Functions

STATISTICS

- Discrete Random Variables
- Continuous Random Variables
- Sampling and Confidence Intervals

Assessment

School Based Assessment

- Skills and application tasks (Tests) 50%
- Investigation 20%

External Assessment

- Examination 30%

Notes

Students studying Mathematical Studies need to have successfully completed (at least B grade or higher in) Stage 1 Mathematical Methods 1 and 2 and Stage 1 Maths Specialist before beginning this course. It will be assumed that students have a graphics calculator.

(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.).

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Stage 2 Maths Specialist

Description

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.

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. Specialist Mathematics is designed to be studied in conjunction with Stage 2 Mathematical Methods.

Topics include:

- Mathematical Induction
- Complex Numbers
- Functions and their Graphs
- Vectors in 3D
- Further Integral Calculus
- Differential Equations

Assessment

School Based Assessment

- Skills and application tasks (Tests) 50%
- Investigation 20%

External Assessment

- Examination 30%

Notes

Specialist Mathematics must be taken with, or after Stage 2 Mathematical Methods as Specialist Mathematics is designed to be studied together with Mathematical Methods.

Students should 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.

As with Mathematical Methods It will be assumed that students have a graphics calculator.

(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).

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Stage 2 Maths General

Description

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.

Stage 2 General Mathematics will prepare you for tertiary courses that require non-specialised mathematics, such as architecture, economics, and nursing.

Topics may include:

Stage 2 General Mathematics consists of the following six topics:

- Topic 1: Modelling with linear relationships
- Topic 2: Modelling with matrices
- Topic 3: Statistical models
- Topic 4: Financial models
- Topic 5: Discrete models
- Topic 6: Open topic.

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

Assessment

School Based Assessment

- Skills and application tasks (Tests) 40%
- Investigation 30%

External Assessment

- Examination 30%

Notes

Students studying Stage 2 general Mathematical need to have successfully completed Stage 1 Mathematical Methods 1 and 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.

(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).

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Stage 2 Maths Essentials

Description

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

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

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

Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

Assessment

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (30%)
- Assessment Type 2: Folio (40%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- Five or six skills and applications tasks
- One or two folio tasks
- One examination

Notes

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.

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Stage 1 & 2 English Options

Description

Students are provided with multiple options in their English studies in Stage 1 and 2.

Students are recommended the appropriate English course by their Stage 1 teachers based on their previous results.

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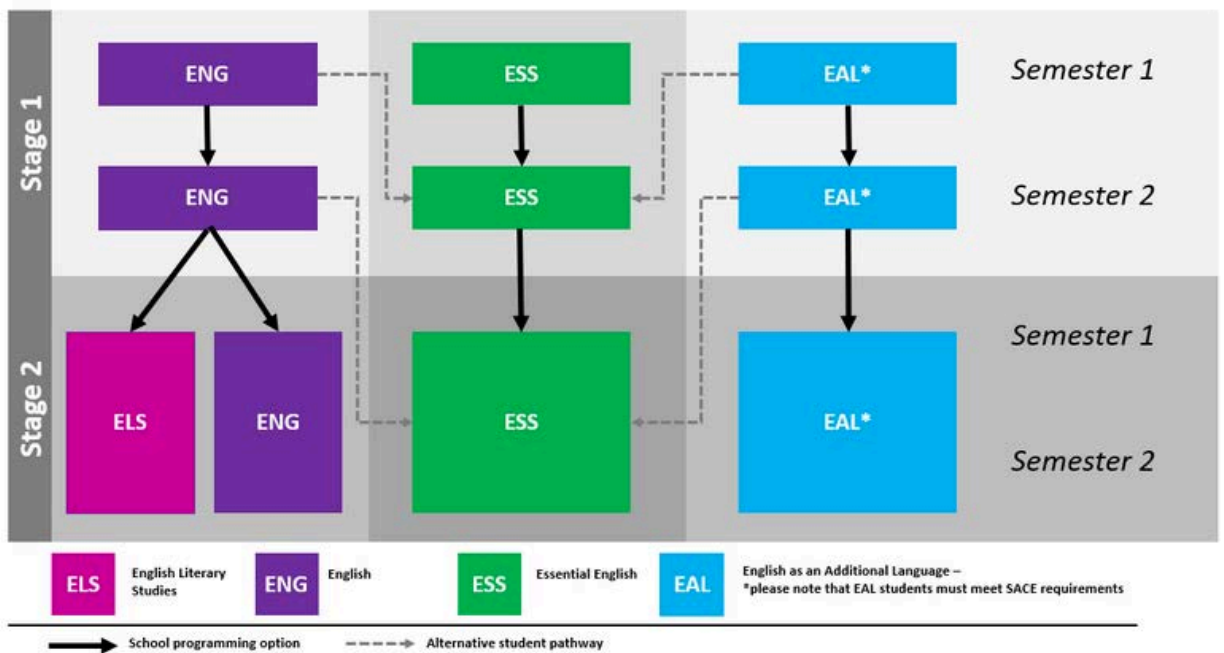
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Stage 2 English Literary Studies

Description

In Stage 2 English Literary Studies students develop the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts including novels, plays, poetry and film, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

Assessment

For a 20-credit subject, students should provide evidence of their learning through nine assessments, including the external assessment component.

Students complete:

- Assessment Type 1: Responding to Texts – 4 tasks (50%)
 - 1000 word response to a shared play study
 - 1500 word comparative essay of a novel and a film
 - 1250 word of equivalent multimodal response to at least 6 poems
 - 1250 word of equivalent multimodal response to a critical perspectives analysis of a film
- Assessment Type 2: Creating Texts – 3 tasks (20%)
 - 1500 word of equivalent multimodal response to a film in the form of a transformative text with accompanying writer's statement
 - 1000 word of equivalent multimodal response in the form of a creative text.
- Assessment Type 3: EXTERNAL Assessment – 2 tasks (30%)
 - 1500 word independent comparative text study
 - Critical reading EXAM

Notes

Students need to have an A in Stage 1 English to be recommended to study Stage 2 English Literary Studies.

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Description

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.

Assessment

For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

Students complete:

- Assessment Type 1: Responding to Texts – 3 tasks (30%)
- Assessment Type 2: Creating Texts – four tasks (one of which is a writer's statement) (40%)
- Assessment Type 3: EXTERNAL Assessment – Written Comparative Analysis (30%)

Notes

Students need to have an A or B in Stage 1 English to be recommended to study Stage 2 English.





Stage 2 Essential English

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Description

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.

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.

Assessment

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

- three assessments for responding to texts
- three assessments for creating texts
- one language study

Notes

Successful completion of Stage One English, Essential English or English as an Alternative Language or Dialect





Stage 2 English as an Additional Language or Dialect

Description

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.

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.

Students will create texts for a range of real and imagined contexts and purposes.

Assessment

School Assessment (70%)

- Assessment Type 1: Academic Literacy Study (30%)
- Assessment Type 2: Responses to Texts (40%)

External Assessment (30%)

- Assessment Type 3: Examination

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

- 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

Students must meet SACE language requirements to qualify for this course.

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Stage 2 Biology

Description

In this course students learn about what living things are made of, while exploring what cells are and some of the processes that make them work. Students study how our bodies maintain a constant internal environment and how we have evolved to operate that way.

Students deconstruct problems and use scientific methods to design investigations and critically evaluate the results they obtain. They work and communicate with others on group tasks. Students explore the bi-directional relationship between science and society.

The SACE Stage 2 Biology is a language-rich subject that covers fundamental scientific knowledge which is an advantage in a wide range of careers, including medical research, medicine, nursing, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, ecotourism and many more post-school options.

The current course in Biology follows a thematic approach where the content and ideas help build up the learning and understanding over the entire year.

Currently the content is divided into four major themes.

- Topic 1: DNA and proteins (the structure and function of organic macromolecules found in living things)
- Topic 2: Cells as the basis of life (the structure and function of cells in both unicellular and multicellular organisms)
- Topic 3: Homeostasis (maintaining constant internal environment)
- Topic 4: Ecosystems (interactions between members of the same species, different species and the non-living environment, with a strong emphasis on the evolutionary perspective)

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

Assessment

School based assessment

• Investigations folio: at least two practical investigations, and a SHE investigation (30%)

- Skills and applications tasks – four tests (40%)

External assessment

- Examination (30%)

Notes

Students need to have a B grade or higher in Stage 1 Biology to be recommended to study Stage 2 Biology. Students are loaned a Biology – Levels of life textbook.

Appropriate covered footwear is required for every lesson.

Students will be advised to purchase a SASTA Study Guide for exam preparation.

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Stage 2 Chemistry

Description

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.

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.

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).

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.

Assessment

Assessment in this subject will comprise:

- External examination 30%
- School assessment 70% – at least 3 tests, 2 practicals and SHE task
- Assessment will consist of Investigations folio (30%) including practicals and issues investigation Skills and Applications tasks (40%) – tests and exams

Notes

Students need to have a B grade or higher in Stage 1 Chemistry to be recommended to study Stage 2 Chemistry. Students are loaned a Chemistry Essentials workbook.

Appropriate covered footwear is required for every lesson.

Students will be advised to purchase a SASTA Study Guide for exam preparation.

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Stage 2 Physics

Description

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 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.

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.

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.

The three strands of science to be integrated throughout student learning are: science inquiry skills * science as a human endeavour * science understanding.

The topics for Stage 2 Physics are:

- Topic 1: Motion and relativity
- Topic 2: Electricity and magnetism
- Topic 3: Light and atoms.

Students study all three topics. The topics can be sequenced and structured to suit individual groups of students.

Assessment

School Based Assessment

- Skills and applications tasks (20%)
- Product (50%)

External assessment

- Design Folio (30%)

Please note this subject is assessed under the SACE Design and Technology subject outline.

Notes

Students need to have a B grade or higher in Stage 1 Physics 1&2 to be recommended for Stage 2 Physics.

Curriculum Pathway:

Degrees in Physics, Engineering (all branches), Telecommunications, Space Science technology, Robotics, Mechatronics, Electronics and many more.

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Stage 2 Psychology

Description

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.

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The topics for Stage 2 Psychology are:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

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:

- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Psychology.

School assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

External assessment (30%) Assessment

- Assessment Type 3: Examination (30%). (2 hours)

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

- at least one psychological investigation
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination.

Notes

Successful completion of a Stage 1 science subject would be beneficial.



Stage 2 Drama

Description

In Stage 2 Drama, students will explore the various roles from the dramatic fields of theatre and/or screen. They will refine their skills and increase their confidence as communicators by creating live, multimodal, oral, and written products. Students have the opportunity to perform, design, collaborate, experiment and analyse both their own work and the work of other theatre practitioners as they explore different dramatic ideas, texts, styles and conventions.

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Assessment

For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

Students complete:

- Assessment Type 1: Group Production (40%)
- Assessment Type 2: Evaluation and creativity (30%)
- Assessment Type 3: EXTERNAL Assessment - Creative Presentation and learning portfolio (30%)

Notes

Students can take Stage 2 Drama without Stage 1. Please note that participation in performance is a large part of the course.





Stage 2 Music Explorations

Description

Students develop practical music skills, individually and within an ensemble. Students are anticipated to practice regularly on their chosen instrument to prepare a solo performance or own composition, of 6–8 minutes, each semester. 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.

Students reflect on music making around the world by reviewing live music performances and reflecting on their own music performances.

It is a requirement that students participate in Instrumental lessons, or seek private instrumental lessons.

Assessment

Assessment is both school based and external. Assessment will be aligned to Performance Standards. Students will be assessed in the following area:

- 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

Student performances are required to be filmed for moderation.

Regular practice 30–45 minutes per day, is anticipated for students to achieve the highest standard.

Completion of Stage 1 Music is a prerequisite for Stage 2 Music.



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Stage 2 Photography

Description

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.

Topics covered include:

- Basic and Advanced Camera Operation – Portraits, Landscapes, Sport
- Composing Photographic images
- Basic and Advanced Photoshop Techniques – Superimposing and image Manipulation
- Photographic presentation techniques

Assessment

School Based Assessment

- Skills and applications tasks (20%)
- Product (50%)

External assessment

- Design Folio (30%)

Please note this subject is assessed under the SACE Design and Technology subject outline.

Notes

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.





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.

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Assessment

School Based Assessment:

- Folio (40%)
- Practical (30%)

External assessment:

- 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.





Stage 2 Food and Hospitality

Description

In this course the students will critically examine contemporary and future issues within

food and hospitality.

- Five areas of study:
- Sociocultural influences
- Technological influences
- Economic and environmental influences
- Political and legal influences
- Contemporary and future issues

Assessment

School Based Assessment

- Practical activity (50%)
- Group activity (20%)

External Assessment

- Investigation (30%)

Notes

Recommended :

Basic cooking skills

Sound English skills

In accordance with WHS – covered shoes & short fingernails free of polish during practical lessons.

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Stage 2 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 of design skills which they can apply to make sophisticated mechanical equipment from metal.

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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.



Stage 2 Woodwork (Construction Technology)

Description

Students will undertake practical activities which include:

- 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

There will be an emphasis on practical work through designing and critiquing, evaluating and the application of practical skills for product construction.

- 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.

Externally moderated by SACE Board.

School based assessment

- Skills and application tasks (20%)
- Product (50%)

External assessment

- Folio (30%)
- Product record and evaluation – evidence of learning

Notes

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.

Woodwork at Stage 1 is highly desirable.

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Stage 2 Health and Wellbeing

Description

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.

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.

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.

Assessment

This course is assessed internally by the teacher and externally moderated by SACE Board.

Assessment Type 1: Initiative (40%)

- Personal Health Action (20%)
- Health Awareness Workshops Group Task (20%)

Assessment Type 2: Folio (30%)

- Indigenous Health Issue Oral Presentation (15%)
- Road Awareness Program Evaluation (15%)

Assessment Type 3: External Assessment

- Inquiry Task (30%)

Notes

Sound English skills are recommended as detailed written reports (1000–2000 words) are required for each assessment task.

Understanding of how to complete an Issues Analysis.

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Stage 2 Physical Education

Description

In Stage 2 Physical Education, students explore the participation in and performance of human physical activities. Similar to Stage 1 Physical Education, students explore Physical Education 'through', 'about' and 'in' physical activity. They develop their understanding of biophysical, psychological, and sociocultural domains through participation in physical activity. The main focuses of the course are completing diagnostics following their participation in physical activities and compiling a self-improvement portfolio.

Physical activities can include sports, theme-based games, laboratories, and fitness and recreational activities. Classes can undertake a single-focus approach (e.g. single sport) or can undertake multiple sports, games, and/or activities.

Assessment

Assessment Type 1: Diagnostics (40%)

- Students complete two or three diagnostic tasks for a cumulative 3000 words following their participation in one or more physical activities (sports, recreational activities, small-sided games). Students are required to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies.

Assessment Type 2: Self-Improvement Portfolio (60%)

- Students undertake a personal journey of improvement with a focus on a school, community-based or individual physical activity. They reflect on their participation and/or performance to identify an aspect of physical activity for improvement. They present their portfolio in a range of tasks for a total of 4000 words or 24 minutes.

Notes

It is recommended but not essential that students complete two semesters of Stage 1 Physical Education or Stage 1 Sports Studies before undertaking this course. It is strongly recommended that students have a sound understanding of theoretical concepts involved with Physical Education and have a keen interest in physical activities and sport.

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Stage 2 Sports Studies (Integrated Learning)

Description

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.

Students will:

- 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

- Sports Practical and Journal (30%)
- Folio and Discussion (20%)
- Group activity (20%)
- Individual project- Externally moderated (30%)

Notes

This is an ATAR subject

- Students will need to have successfully completed at least a semester of PE Stage 1
- Sports Studies Stage 1





Stage 2 Modern History

Description

In Stage 2 Modern History, students will explore key historical periods and events that shaped the world they live in today. Students will analyse the rise of America as a global superpower, examining its influence on the international stage.

The course also delves into Germany's tumultuous journey from 1918 to 1948, by unravelling the transformations that took place during this critical time. Additionally, students will delve into the Cold War, investigating its causes, nature, and profound impact on global affairs.

Now more than ever before are these events in history showing their true ramifications on the modern world. The course will draw connections between the ideological clashes, proxy conflicts and nuclear arms race of this era to world politics today?

Assessment

- Assessment Type 1: Historical Skills – five tasks, which may include essays, source analyses, primary source trails and multimodal presentations and creations.
- Assessment Type 2: Historical Study – into a topic of interest to you from 1750 CE to today.
- Assessment Type 3: Examination – consisting of a source analysis and essay.

Notes

This topic requires no formal prerequisites however completion of Stage 1 Modern History is advised before continuing along this HASS Pathway. This subject is designed for students with a keen interest and passion for history who want to learn more about the world we live in today.

Further information can be found at www.saceboard.sa.edu.au

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Stage 2 Society and Culture

Description

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.

Topics are chosen from:

- 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

Students will be given the opportunity to work both independently and collaboratively.

School Based Assessment (70%)

- Folio (50%)
- Interaction (20%)

External Assessment

- Investigation (30%)

Notes

Further information can be found at www.saceboard.sa.edu.au

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