

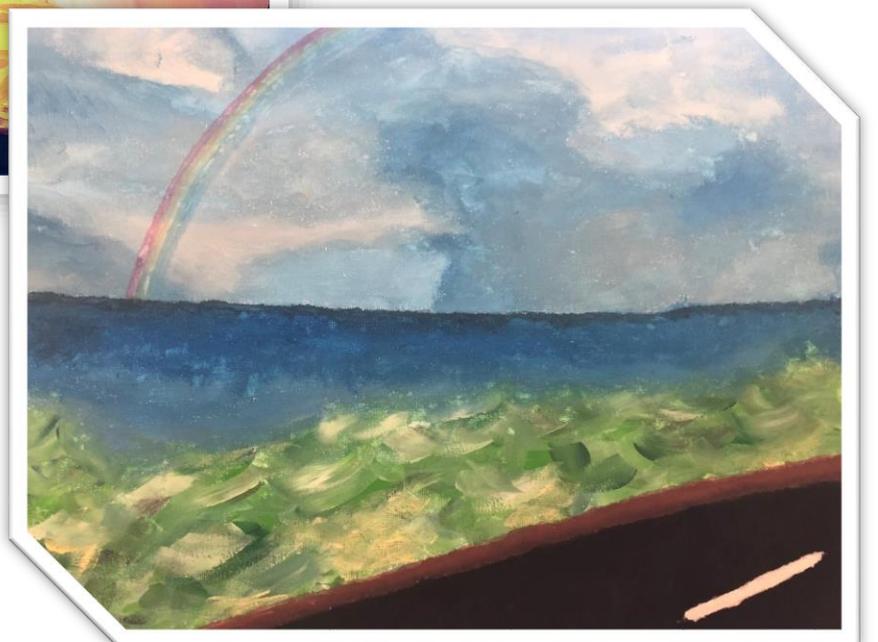
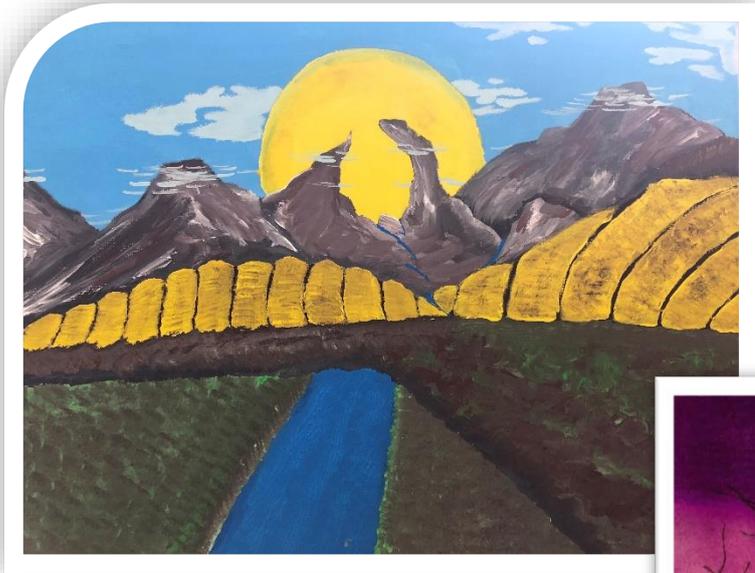


2020

Tumby Bay Area School



SACE SUBJECT
SELECTION
HANDBOOK



PRINCIPAL'S MESSAGE

Welcome to the senior years at Tumby Bay Area School. We aim to cater to the learning needs of all students and challenge them to achieve their goals in an inspiring and supportive environment. TBAS prides itself on reaching high academic goals for our students and also creating individual pathways for those who wish to pursue alternative options.

This Subject Handbook has been created to give an overview of the options available, to assist in making significant decisions which will shape your SACE journey. It is designed to be used in collaboration with subject selection counselling, dialogue and consultation with students, parents and school personnel.

Further information can be found on the SACE website <https://www.sace.sa.edu.au/> which students and parents are encouraged to visit and utilise as an additional resource.

TBAS provides subject selection and career counselling for each student entering the final two years of schooling to assist them with planning their SACE and further study and career options. Students are encouraged to discuss areas of interest, future aspirations and vocational study preferences so we can ensure a planned and purposeful approach to their final years of school.

We wish all of our students well as they complete their school years with us and know they will be proud representatives of Tumby Bay Area School.

Nicky Prosser (Principal)

Tumby Bay Area School

CONTACT DETAILS

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THE SACE

The SACE is made up of two parts: Stage 1 (which most students do in Year 11) and Stage 2 (which most students do in Year 12).

You need to get 200 credits to achieve the SACE, through a mixture of compulsory and free-choice subjects and courses.

Your work will be assessed using an 'A to E' grading system in Year 11 and an 'A+ to E-' grading system in Year 12. These systems are supported by rigorous quality assurance processes.

To be awarded the certificate, you will need to achieve a C grade or better for the compulsory Stage 1 subjects — the Personal Learning Plan and English and Mathematics subjects. You will also need to achieve a C- grade or better in 60 credits of Stage 2 subjects and in 10 credits for the Research Project.

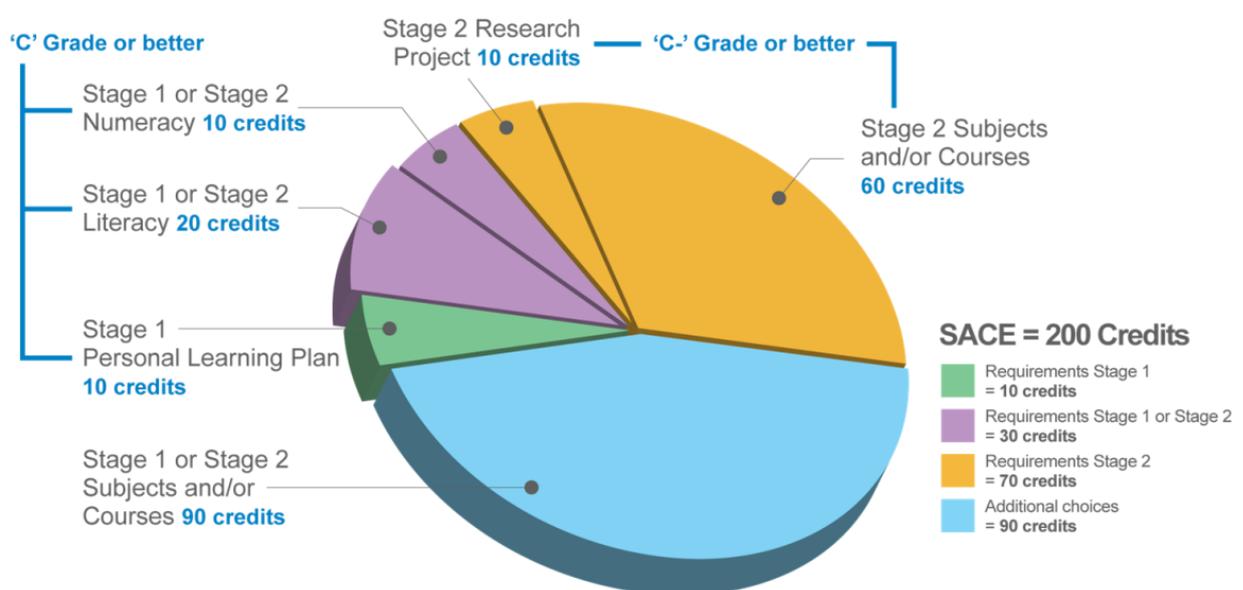
The other subjects and courses span a wide range of learning areas: Arts; Business, Enterprise, and Technology; English; Languages; Health and Physical Education; Humanities and Social Sciences; Mathematics; and Sciences.

Flexibilities in the SACE include cross-disciplinary subjects and recognition of community learning.

At Stage 1 our assessments in these are marked by your teachers and checked by external moderators to ensure that grades are consistent across all schools.

Assessment for Stage 2 is divided into two parts:

- Internal — 70% of your assessment tasks (reports, tests, presentations, etc.) will be marked by teachers at your school and checked by external moderators. This ensures that marking is consistent across all schools.
- External — the remaining 30% will be assessed outside your school. These assessments take the form of examinations, performances, or investigations.



University Entry Requirements (ATAR)

To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) a student 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 in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 from a maximum of three attempts

FLEXIBLE DELIVERY

At Tumby Bay Area School we pride ourselves on offering a wide range of subject options to our students and catering well to their learning needs. To deliver upon this we become quite creative with the way in which we offer some subjects. At times we may have a small group of students wanting to access a subject or students wishing to study a subject we do not have the expertise to offer in a face-to-face manner. In these circumstances we source the subject from a range of options including:

- Open Access <http://openaccess.edu.au/>
- Local Delivery <http://epschools.sa.edu.au/> (via video conferencing), through another DE site or an alternate program.
- Please contact us if there is a subject you would like to pursue and we will endeavour to source this for you. Students wishing to explore these options must be aware that there can be some interruptions to their daily timetable and they must be independent and organised in their learning to ensure success with the subject.

STAGE 1 SUBJECT OPTIONS

At Stage 1, students are required to complete and pass (with C grade or better) two compulsory units of English (20 credits) and one unit of Mathematics (10 credits). They are also required to have successfully completed Personal Learning Plan (PLP) which is generally studied in Year 10. Other options can be compiled from a range of subjects which can either be 10 credit (one semester) subjects or 20 credit (two semester) subjects.

STAGE 2 SUBJECT OPTIONS

At Stage 2, Students are required to complete a 10 credit (one semester) subject of Research Project. This is the last compulsory subject required for students to achieve their SACE and a C- or above must be obtained for successful completion. Students select another 4 subjects at 20 credits (two semesters) from a range of subject options.

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STAGE 1 SUBJECTS

BIOLOGY

Credits: 10 or 20

Cost: No

Extra Time: No Length: Semester/Year

Prerequisites: It is compulsory that students have studied a full year of Science at Year 10.

In Stage 1 students learn about the structure and function of cells and microorganisms and how microorganisms may cause disease but also have a significant role in industry and the environment. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, society, and the environment.

Students design, conduct, gather, and analyse evidence in biological investigations.

As they explore the interaction between science and society, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

The topics for Stage 1 Biology are:

- Topic 1: Cells and Microorganisms
- Topic 2: Infectious Disease
- Topic 3: Multicellular Organisms
- Topic 4: Biodiversity and Ecosystem Dynamics

For a 20-credit subject, students study a selection of aspects of all four topics. For a 10-credit subject, students study a selection of aspects of at least two of these topics.

The 10-credit subject has four assessments. The 20-credit subject has eight assessments selected from the following.

- at least one practical investigation
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task.

Each assessment has a weighting of at least 20%.

This course leads to Stage 2 Biology

CHEMISTRY

Credits: 10 or 20

Cost: No

Extra Time: No

Length: Semester/Year

Prerequisites: It is compulsory that students have studied a full year of Science at Year 10.

In Stage 1 students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. Students develop investigation skills, and explore the interaction between science and society enabling them to become questioning, reflective, and critical thinkers.

The topics for Stage 1 Chemistry are:

- Topic 1: Materials and Their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules
- Topic 4: Mixtures and Solutions
- Topic 5: Acid and Bases
- Topic 6: Redox Reactions

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
- at least one skills and applications task.

For enrolment in Stage 2 Chemistry it is highly recommended that students satisfactorily complete 20 credits of Stage 1 Chemistry.

CHILD STUDIES

Credits: 10 or 20 (depending on numbers)

Cost: No

Extra time: No

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning.

Assessment tasks focus on practical activities by preparing nutritiously balanced meals for children. Textiles skills are included through preparation of a gift hamper which is suitable for a new born baby. Written components of

assessment tasks focus on action plans / research tasks and evaluation reports where student critically evaluate their choices and how successful their choices met the overall task requirements.

Future pathways: Early childhood teacher, child care worker.

DESIGN, TECHNOLOGY & ENGINEERING – DIGITAL COMMUNICATION SOLUTIONS

Credits: 10 or 20

Cost: No

Extra Time: No

Length: Semester/Year

The course enables students to develop an understanding in the field of Photography. Students learning about camera features, photo editing, composition and lighting techniques. Assessment tasks consist of skills tasks, folio tasks and a project with documentation. The skills tasks enable students to explore specialised skills and techniques that interest them and that might be useful for their major project. Students document their design work for the major project in a folio. The Project is negotiable with students, depending on their areas of interest. Generally, students choose from a variety of themes to produce a series of photos for an exhibition.

School-based Assessment: Folio: 20% Skills 50% Project 30%

DESIGN, TECHNOLOGY & ENGINEERING - MATERIAL SOLUTIONS

Credits: 10 or 20

Cost: Yes (if subsidy is exceeded)

Extra Time: Optional

Length: Semester/Year

While this course is best suited to students who have completed a unit of D&T at a year 10 level, any students with an interest in further developing skills in working with wood and/or metal while designing a unique product to suit their needs should enjoy success.

Two Specialised Skills tasks are initially completed with evidence recorded in multimodal form.

The course is structured around the designing and production of a well-made, functional item of the students' choice which is negotiated by the student to challenge them while being achievable within the timeframe of the course. Thoughtful documentation of the designing process and production is necessary in order to achieve a high level of success. The cost of materials is subsidised so that the course may be completed for very little cost to families.

Future pathways: D&T Material Products in Stage 2 and/or a career in the construction trades, product design or engineering.

ENGLISH

Credits: 20

Length: Compulsory Stage 1 subject – full year

In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider cultural, perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

ESSENTIAL ENGLISH

Credits: 20

Length: Compulsory Stage 1 subject full year

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

FOOD AND HOSPITALITY

Credits: 10 or 20 (depending on numbers)

Cost: No

Extra time: No

Students further develop their food preparation and presentation skills by preparing a range of food products for sale. A strong focus is on Australian food hygiene and safety and contemporary trends within the industry.

Assessment tasks include running a catering event for community members, preparing food products for sale at a trading table and selling healthy takeaway options to the school community.

Possible career pathways: Chef, Waitress, Food and beverage attendant.

INFORMATION PROCESSING AND PUBLISHING

Credits: 10

Cost: No

Extra time: No

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks and evaluate this process. They identify and use appropriate computer hardware and software to create publications for a range of contexts.

School Assessed

Practical Skills – 3 Tasks (40%)

Issues Analysis - 1 Tasks (30%)

Product and Documentation – 1 Folio (30%).

INTEGRATED LEARNING – SPORTS FOCUS

Credits: 10

Cost: No

Extra Time: Yes

Length: Semester 1 only

Integrated Learning uses sport to develop personal skills, community and school relationships, and further educational and career options. The aim of the subject is to

develop students' personal development and learning via their selected sport. The focus will be on fitness training during term 1, while skill development and community involvement will be the focus in term 2. The course leads to Stage 2 Certificate 3 in Fitness.

A variety of negotiated tasks based around community service is undertaken within school, sporting club or association. There is an expectation that students are involved in a community sport or activity on a regular basis. These can include AFL, netball or a sport or activity selected by individual students.

The subject is only delivered in Semester 1.

Students are expected to have a Community Mentor to act as a facilitator for club activities.

Assessment

Practical Exploration 40%

- Pre Season Fitness Program

Connections 20%

- Coaching, Umpiring, Scoring, Sports Injuries
- Sports Administration Task – Coordinating a Lunchtime Sporting Competition

Personal Venture 40%

- Skill Development

MATHEMATICS - GENERAL

10 credits for semester 1 only OR 20 credits for semesters 1 and 2.

Prerequisite: A full year of Year 10 Mathematics.

This subject is designed for students who are seeking to meet the SACE numeracy requirement and/or who are planning to pursue a career in a range of trades or vocational pathways or tertiary courses requiring a non-specialised background in mathematics. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem solving. This subject leads to Year 12 General Mathematics. There are two different 10 credit General Mathematics subjects offered, each covers three of the following six topics.

Topics: Investing and Borrowing; Measurement; Statistical Investigation; Applications of Trigonometry; Linear Functions and their Graphs; and Matrices and Networks.

Resources: Scientific calculator to be borrowed or purchased.

Pathways: include trades, vocational pathways, building and construction, aquaculture, retail, and office management.

School-based assessment: Investigations Folio 50%; Skills and Applications Tasks 50%.

MATHEMATICS - ESSENTIAL

10 credits for semester 1 only OR 20 credits for semesters 1 and 2.

Prerequisite: A full year of Year 10 Mathematics.

This subject is designed for students who are seeking to meet the SACE numeracy requirement and/or 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 Year 12 Essential Mathematics. There are two different 10 credit Essential Mathematics subjects offered, each covers three of the following six topics.

Topics: Calculations, Time and Ratio; Earning and Spending; Geometry; Data in Context; Measurement; and Investing.

Resources: Scientific calculator to be borrowed or purchased.

Pathway: Trades and vocational pathways.
School-based assessment: Investigations Folio 50%; Skills and Applications Tasks 50%.

MATHEMATICS

20 credits for semesters 1 and 2 OR 30 credits for semester 1 and two by 10 credits in semester 2 OR 40 credits in semesters 1 and 2.

Prerequisite: A full year of Year 10

Mathematics/Advanced Mathematics.

This subject is designed for students who are seeking to meet the SACE numeracy requirement and are planning to pursue a

tertiary pathway requiring some or a significant specialised background in mathematics. There is an emphasis on extending students' mathematical skills in ways that apply to generalised concepts that then can be applied in problem solving. This subject leads to Year 12 Mathematical Methods or Mathematical Methods and Specialist Mathematics. There are four different 10 credit Mathematics subjects offered, each covers three of the following twelve topics.

Topics for pre Mathematical Methods: Functions and Graphs; Polynomials; Trigonometry; Counting and Statistics; Growth and Decay; and an Introduction to Differential Calculus.

Topics for pre Specialist Mathematics: Arithmetic and Geometric Sequences and Series; Geometry; Vectors in the Plane; Further Trigonometry; Matrices; and Real and Complex Numbers.

Resources: Graphic calculator to be borrowed or purchased.

Pathways: include economics, computer sciences, health sciences, social sciences, mathematical sciences, engineering, sciences, space sciences and laser physics.
School-based assessment: Investigations Folio 25%; Skills and Applications Tasks 75%.

MUSIC EXPERIENCE

Credits: 10

Cost: No

Extra Time: No

Length: Full Year

Designed for students with emerging musical skills and this subject provides opportunities for students to develop their musical understanding and skills in creating and responding to music. Music Experience programs provide pathways to Stage 2 Music Performance — Ensemble, Music Performance — Solo, and/or Music Explorations.

School Assessed

Creative works x 2 (60%)

Musical literacy task x 2 (40%).

PHYSICAL EDUCATION SEMESTER 1

Credits: 10

Cost: Yes

Extra Time: Yes

Length: Semester 1

This course consists of both practical and theory topics. The students will select the 3 practical topics/sports that the class will participate in during the semester. The course leads to Stage 2 Physical Education and Certificate 3 in Fitness.

The theory topics include:

Exercise Physiology

- Energy Systems and Components of Fitness
- Anatomy
- Training Methods

Children in Sport

- Roles of the coach/parent
- Skill Learning
- Coaching Auskick

FOCUS AREAS

The focus areas provide the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote performance and participation outcomes. They learn experientially, encouraging the development of their capabilities and skills such as critical and creative thinking, communication and collaboration.

Focus Area 1: In movement

- Applying Skill Learning
- Application of energy sources affecting physical performance
- Application of the effects of training on physical performance

Focus Area 2: Through movement

- Physiological barriers and enablers to participation
- Social strategies to manipulate equity in participation

Focus Area 3: About movement

- The body's response to physical activity
- The effect of training on the body
- Learning and refining skills

Assessment

Performance Improvement 60%

- Skill Analysis of a Sport
- Fitness and Training Methods Analysis

Physical Activity Investigation 40%

- Analysing their Performance via Coaching Auskick

PHYSICAL EDUCATION SEMESTER 2

Credits: 10

Cost: Yes

Extra Time: Yes

Length: Semester 2

This course consists of both practical and theory topics. The students will select the 3 practical topic sports that the class will participate in during the semester. The course leads to Stage 2 Physical Education and Certificate 3 in Fitness.

The theory topics include:

Lifestyle Management

- Circulatory/Respiratory Systems
- Acute/Chronic Responses to Exercise
- Nutrition
- Body Image

Sports Injuries

- Types of Injuries
- Preventative Measures
- Treatment/Rehabilitation
- First Aid

FOCUS AREAS

The focus areas provide the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote performance and participation outcomes. They learn experientially, encouraging the development of their capabilities and skills such as critical and creative thinking, communication and collaboration.

Focus Area 1: In movement

- Applying Skill Learning
- Movement concepts and strategies
- Application of the effects of training on physical performance

Focus Area 2: Through movement

- Physiological barriers and enablers to participation
- Personal influences on participation

Focus Area 3: About movement

- The body's response to physical activity
- The effect of training on the body
- Learning and refining skills

Assessment

Performance Improvement 60%

- Skill Analysis of a Sport
- Performance Improvement Biomechanics Analysis

Physical Activity Investigation 40%

- Lifestyle Analysis

PHYSICS

Credits: 10 or 20

Cost: No

Extra Time: No

Length: Semester/Year

In Stage 1 students learn to interpret physical phenomena through a study of motion in two dimensions, electricity and magnetism, heat, energy, waves, and nuclear models. They apply their knowledge to solve problems, develop investigation skills through practical and other learning activities.

As they explore the interaction between science and society, students recognise that the knowledge and understanding of physics is constantly changing and increasing through the application of new ideas and technologies.

The topics for Stage 1 Physics are:

- Topic 1: Linear Motion and Forces
- Topic 2: Electric Circuits
- Topic 3: Heat
- Topic 4: Energy and Momentum
- Topic 5: Waves
- Topic 6: Nuclear Models and Radioactivity.

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
- at least one skills and applications task.

Assessment Method – assessment of students' achievements is based on investigative skills, knowledge and understanding, application of physics concepts, terms and collaborative work.

Satisfactorily completing 2 units of Stage 1 Physics is strongly recommended for Stage 2 Physics.

RESEARCH PRACTICES

Credits: 10

Length: 1 Semester

This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills.

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

It leads into Stage 2 Research Project.

VISUAL ART

Credits: 10 or 20
Cost: No
Extra Time: No
Length: Semester/Year

This course provides students with an opportunity to develop visual art skills through analysis, research and practice, and to assist them in undertaking further study at Stage 2. Students work in two, three and four dimensional art forms and conceive, develop and resolve art works using a creative problem solving process. Students will experiment in a range of teacher led workshops covering various media and artistic styles.

The course has three assessment components:

Folio – Students produce one folio consisting of 20 pages that document their visual learning and supports their resolved, practical artworks.

Practical – Consists of a series of resolved artworks that link to the folio. A 250 word practitioner's statement is prepared by the student explaining aspects of their work.

Visual Study – Explores artists' styles, ideas, media, materials, methods and techniques. Students research and critically analyse artworks from local, national and international artists.

STAGE 2 SUBJECTS

BIOLOGY

Credits: 20
Cost: Yes
Extra Time: No
Length: Full Year

Stage 2 Biology focuses on the development of an understanding of the overarching principles of biology, such as the relationship between structure and function, the importance of regulation and control, and the need for the exchange of materials and the transformation of energy. These principles, together with that of the continuity of life, involving adaptation and change, provide a framework within which students can explore aspects of biology from the microscopic to the macroscopic, and make sense of the living world.

The topics for Stage 2 Biology are:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

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

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Examination (30%).

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

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

CERTIFICATE 3 IN FITNESS

Credits: 85
Cost: Yes
Extra Time: Yes
Length: Full Year

With a Certificate 3 in Fitness, students will be able to plan and deliver a variety of gym and fitness programs along with advising on healthy eating guidelines in sports and recreation. By completing this certificate, students will be able to assist new gym members to use equipment and lead small group classes through basic programming.

16 Units of Competency are:

- Provide First Aid
- Anatomy and Physiology
- Provide Health Screening
- Provide Healthy Eating Information
- Provide Quality Service
- Conduct Fitness Appraisals
- Maintain Fitness Equipment
- Work Effectively in Fitness Environment
- Instruct Fitness Programs
- Recognise and Apply Exercise Considerations for Specific Population
- Instruct Exercise to Older Clients
- Instruct Exercise to Children
- Workplace Health and Safety
- Identify and Apply Risk Processes
- Instruct Group Exercise Sessions
- Recognise and Apply Exercise Considerations for Specific Population
- Instruct Exercise to Older Clients
- Instruct Exercise to Children
- Workplace Health and Safety
- Identify and Apply Risk Processes
- Instruct Group Exercise Sessions
- Instruct Community Exercise Programs

This subject uses sport and fitness to develop personal skills, community and school relationships, and further educational and career opportunities.

The subject will be delivered at school with assessments completed online or completing practical tasks to demonstrate competency.

CHEMISTRY

Credits: 20
Cost: No
Extra Time: No
Length: Full Year
Pre-requisite: Full year Stage 1 Chemistry

Stage 2 Chemistry builds on the principles and concepts of chemistry introduced in Stage 1 Chemistry.

Science inquiry skills and science as a human endeavour are integral to student's learning in this subject and are interwoven through the science understandings, which are organised into four topics.

Using an inquiry approach to learning through observation, speculation, prediction, experimentation, analysis, evaluation, and communication, students develop and extend their science inquiry skills and reinforce their understanding of science as a human endeavour.

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources.

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

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Examination (30%).

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

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

CHILD STUDIES

Credits: 20
Cost: No
Extra time: No
Length: Full Year

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

Assessment at Stage 2 includes preparation of a range of meals for children in varying contexts, with a focus on adequate nutrition. Students run a cooking activity with junior primary students to teach them about kitchen safety. They also collaboratively plan and run a technology based learning activity with a junior primary class.

School Assessment: 50 % individual practical, 20% group practical

External Assessment: 30 % investigation

Future pathways: Early childhood educator, child care worker.

DESIGN, TECHNOLOGY & ENGINEERING – DIGITAL COMMUNICATION SOLUTIONS

Credits: 20
Cost: No Extra
Time: No
Length: Full Year

This 20-unit subject engages students in the field of Photography. Students learn about camera features, photo editing, composition and lighting techniques. Students will complete minor and major photography products as a part of their Design Process & Solution task.

This task documents the design and realisation process, showcasing the journey from inception to outcome and evaluation. Two specialised skill tasks demonstrate photographic techniques. External assessment will consist of the Resource Investigation task where students will test characteristics of materials or components, and

the Issues Exploration task requiring investigation and analysis.

Specialised Skills Tasks: (20%)
Design Process & Solution (50%)
External Assessment: Resource Study (30%)

DESIGN, TECHNOLOGY & ENGINEERING - MATERIAL SOLUTIONS

Credits: 20
Cost: Yes (if subsidy is exceeded)
Extra Time: Optional
Length: Full Year

Students who have successfully completed at least one semester of D&T at a Stage 1 level will be best placed for success in this course. Any students with an interest in further developing skills in working with wood and/or metal while designing a unique product to suit their needs should enjoy success.

The course is structured around the designing and production of a well-made, functional item of the students' choice which is negotiated by the student to challenge them while being achievable within the timeframe of the course. Two Specialised Skills tasks are completed in preparation for their designed product/s. Thoughtful documentation of the designing process and production is necessary in order to achieve a high level of success.

External assessment will consist of the Resource Investigation task where students will test characteristics of materials or components, and the Issues Exploration task requiring investigation and analysis.

Specialised Skills Tasks: (20%)
Design Process & Solution (50%)
External Assessment: Resource Study (30%)

Future pathways: University studies and/or a career in the construction industries.

ENGLISH

Credits: 20
Cost: No
Extra Time: No
Length: Full Year

In English students analyse the interrelationship of author, text, and audience, with an emphasis

on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures. Students who complete this subject with a C-grade or better will meet the literacy requirement of the SACE.

ESSENTIAL ENGLISH

Credits: 20
Cost: No
Extra Time: No
Length: Full Year

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

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

FOOD & HOSPITALITY

Credits: 20
Cost: No
Extra Time: Yes
Length: Full Year

The course enables students to build on their practical skills and knowledge by selecting, planning and preparing recipes for a variety of contexts. A deeper understanding of contemporary issues surrounding the industry is the focus of all assessment tasks.

During the year students will prepare assessment tasks for sale in the school and to the wider

community. The nature of this course requires significant out of hours commitment.

An independent Investigation is the major research component of the course. This task requires students to engage with the wider community and gather primary information about a contemporary issue to produce a 2000 word Investigation.

Themes: Safe food handling, Local Produce, High Tea, Multicultural Influences and Function Catering.

INFORMATION PROCESSING & PUBLISHING

Credits: 20 or 10
Cost: No
Extra Time: No
Length: Full Year

10-credit subject or a 20-credit subject at Stage 2

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks and evaluate this process. They identify and use appropriate computer hardware and software to create publications for a range of contexts.

10-credit Subject

School Assessment Practical Skills – 3 Tasks (40%),
Issues Analysis - 1 Tasks (30%)

External Assessment Product and
Documentation – 1 Folio (30%).

20-credit Subject

School Assessment Practical Skills – 5 Tasks (40%),
Issues Analysis - 2 Tasks (30%)

External Assessment Product and
Documentation – 1 Folio (30%).

MATHEMATICS - ESSENTIAL

Credits: 20
Cost: No
Extra Time: No
Length: Full Year

Prerequisite: Ideally a full year of Essential Mathematics in Year 11.

This subject is designed for students who are seeking to learn mathematics with an emphasis on practical applications through investigating, modelling and solving problems.

Five topics are:

- Scales, Plans and Models
- Measurement
- Business Applications
- Statistics
- Investment and Loans

Resources: Graphic calculator to be borrowed or purchased.

Pathways: include trades, vocational pathways, building and construction, aquaculture, agriculture, retail, and office management.

School-based assessment: Folio 40%; Skills and Applications Tasks 30%.

External assessment: A 2 hour examination 30%.

MATHEMATICS - GENERAL

Credits: 20

Cost: No

Extra Time: No

Length: Full Year

Prerequisite: Ideally a full year of General Mathematics in Year 11.

This subject is designed for students who are seeking to learn mathematics with an emphasis on practical applications through investigating, modelling and solving problems.

Five topics are:

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

Resources: Graphic calculator to be borrowed or purchased.

Pathways: include trades, vocational pathways, building and construction, aquaculture, agriculture, retail, and office management.

School-based assessment: Mathematical Investigation 40%; Skills and Applications Tasks 30%.

External assessment: A two hour examination 30%

PHYSICAL EDUCATION

Credits: 20

Cost: Yes

Extra Time: Yes

Length: Full Year

Learning requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Physical Education.

In this subject, students are expected to:

1. apply knowledge and understanding of movement concepts and strategies in physical activity using subject-specific terminology
2. apply feedback and implement strategies to improve participation and/or performance in physical activity
3. reflect on and evaluate participation and/or performance improvement
4. apply communication and collaborative skills in physical activity contexts
5. analyse and evaluate evidence related to physical activity
6. evaluate implemented strategies and make recommendations for future directions.

Focus areas

Stage 2 Physical Education has three focus areas:

Focus Area 1: In movement

Education 'in' physical activity is about students making meaning of personal movement experiences. Through these movement experiences, students must engage in thoughtful participation where internal reflection and articulation of learning progress can be established.

Focus Area 2: Through movement

Education 'through' physical activity is about students using movement to achieve the goals of 21st-century education, including personal, intellectual, and social skill development. Such skill development will allow students to engage more purposefully in physical activity. Students use physical activity contexts as the vehicle for developing the 21st-century skills necessary to

reflect on and critique their learning in order to enhance participation and performance outcomes.

Focus Area 3: About movement

Education 'about' physical activity enables students to develop theoretical knowledge to understand the richness and diversity of movement experiences. Students apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

Theory topics will be based on the concepts of Exercise Physiology and Physical Activity and the Acquisition of Skill and the Biomechanics of Movement.

Evidence of learning

The following assessment types enable students to demonstrate their learning in Stage 2 Physical Education:

School Assessment (70%)

Assessment Type 1: Diagnostics (30%)

- 1) Diagnostic Task 1 – Interplay of Energy Systems
- 2) Diagnostic Task 2 – Fitness Testing Analysis
- 3) Diagnostic Task 3 – Biomechanics Analysis

Assessment Type 2: Improvement Analysis (40%)

External Assessment (30%)

Assessment Type 3: Group Dynamics (30%).

PHYSICS

Credits: 20

Cost: No

Extra Time: No

Length: Full Year

Pre-requisite: Stage 1 Physics

Stage 2 Physics focuses on the interrelationship between matter, energy, and forces. Students explore these relationships in the context of motion, electricity, magnetism, light, and atoms and examine the application of these relationships in a range of technologies.

The topics for Stage 2 Physics are:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms.

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

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Examination (30%).

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

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

RESEARCH PROJECT

Credits: 10

Cost: No

Extra Time: Yes

Length: 1 Semester

Research Project is the last compulsory subject needed to obtain your SACE

In the Research Project, you will have the opportunity to study an area of interest in depth.

It will require you to use your creativity and initiative, while developing the research and presentation skills you will need in further study or work.

The Research Project is an opportunity to:

- research something you are interested in
- decide how you carry out your research
- decide on the way you produce your findings
- make judgements about how successful you've been.

Throughout the project, you are in control of your own learning.

Many of the skills you develop in the Research Project are transferable, and may help you be successful in jobs and further study. These skills include:

- researching and presenting the results of your research
- working independently
- communicating clearly

- planning effectively
- being able to deal with problems and setbacks.

You can research anything that interests you. Your Research Project, for example, could be scientific, artistic, sporting or historical. It could be a subject-based, discipline-based, or community-based project, or any number of other options.

As your learning is central to this subject, it is important to choose your research question carefully and seek advice from your teacher.

SCIENTIFIC STUDIES: EARTH SCIENCE/GEOLOGY

Credits: 20
 Cost: No
 Extra Time: No
 Length: Full Year

This course covers the study of materials, processes, systems and resources that make up our planet. It will also focus on local issues and the mining industry.

Course topics:
 Energy Resources
 Earth's Structure – Plate Tectonics
 Land Forms and Natural Disasters
 Rock Formation, Minerals & Mine Exploration
 Issues - Waste Products and the Environment
 Global Warming
 Industry – careers/ pathways – VET or University

Assessment Method – assessment of student achievement is based on Practical Skills, Theory, Knowledge, Extended Writing and Oral Communication Skills.

VISUAL ART

Credits: 20
 Cost: No
 Extra Time: Yes
 Length: Full Year

This course is intended to provide students with an opportunity to understand art through analysis, research and practice, and to assist them in understanding further education or employment within the visual art field.

The course has three assessment components:

Folio (30%) – students document their visual learning in support of each of their final two pieces. Each folio book must contain thirty completed A3 sketchbook pages.

Practical (40%) – students produce two major art pieces and write a 500 word artist's statement for each.

Visual Study (30%) – students explore the style, ideas, concepts, media, techniques and technologies of an area of personal interest. Through individual research, students present 2000 words containing evidence of their learning that includes analysis, opinions, practical experimentation and evaluations over twenty A3 pages.

Due to the time consuming and practical nature of this course, students are required to make extra time commitments to this subject.



NOTES: