

TUMBY BAY AREA SCHOOL

SECONDARY SCHOOL HANDBOOK **2024**



TRUST - RESPECT - ACHIEVEMENT - COMMUNITY



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 Senior School Curriculum 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 in websites given in the following pages. The SACE website <https://www.sace.sa.edu.au/> is especially helpful, so students and parents are encouraged to utilise it as an additional resource.

TBAS provides subject selection and career counselling for each student entering the final two or three years of schooling to assist them with planning their SACE, 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

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INTRODUCTION

CURRICULUM

We have structured our curriculum so that Year 10 students will be assessed against the Learning Areas, General Capabilities and Cross Curriculum Priorities outlined in the Australian Curriculum.

In 2024, we will again be delivering the SACE subject "Personal Learning Plan" to all Year 10 students. Year 10s traditionally also have the opportunity take part in the "Youth Opportunities" programme, which also accrues SACE points.

Students in Years 11-12 will work within the framework of the South Australian Certificate of Education (SACE), overseen by the SACE Board of South Australia.

Students in Years 10-12 will also have the opportunity to gain both SACE credits and nationally accredited industry standard qualifications in a range of Vocational Education and Training (VET) subjects. Students wishing to investigate this pathway must go through an individual counselling process with the SACE/VET Leader.

The subjects listed in this handbook are generally taught face to face here at Tumby Bay Area School. In order to provide more breadth in our curriculum offering, however, we can arrange for students to enrol in 'Local Delivery' classes. These remotely delivered lessons are offered by specialist teachers based in other local Eyre Peninsula schools. They involve on-line lessons and occasional face to face lessons when the teachers make site visits. The Open Access College (based in Adelaide) also have a wide range of subjects on offer in an on-line capacity.

In putting together the 2024 Senior School Curriculum Handbook, we have used the following general principles:

- Face to face subject offerings will be determined by the availability of qualified staff, the number of students choosing them and implications for future pathways.
- Local Delivery and / or Open Access College courses will be used to broaden available subject choices where appropriate through Years 10-12.
- To explore options available visit:
EP Schools Local Delivery – <https://epschools.sa.edu.au> or
Open Access College – <https://www.openaccess.edu.au>

- For students to be considered for any Local Delivery or Open Access subject, they should have displayed an ongoing, sound academic performance and have consistently demonstrated high levels of self-motivation, initiative, time management and organisation. Local Delivery and Open Access subjects involve video conference contact with the subject teacher once per week, regular email contact, and the student is required to self-manage weekly schedules and assessment tasks with minimal supervision. All students who wish to undertake these subjects must make an application to the school which provides evidence of their potential to be successful in this style of learning.
- Students will only be enrolled in Local Delivery or Open Access subjects after the successful approval of their application and with the endorsement of the SACE/VET Leader and the Principal.
- Students have the opportunity to also pursue a VET course to suit their chosen career pathway. This may provide an option to reduce their number of SACE subjects chosen.

STUDENT PERFORMANCE

Students in Years 10-12 must accept significant responsibility for their own learning and achievement. Staff and parents obviously provide support but a student's attitude, motivation and perseverance are essential success factors. Increasingly, attendance, homework and the effective use of lesson and study time will impact on success.

We promote open communication between teachers, students and parents in forming a partnership which provides learners with a supportive environment.

Parents can assist by:

- Taking an active interest in student progress
- Contacting the school on all matters of concern
- Expecting students to achieve their best
- Providing an appropriate study environment
- Ensuring that students attend consistently, and promptly contacting the school to explain absences.

Formal reporting occurs as follows:

- Subject teachers contact parents when summative task drafts are not submitted on time or not completed to required standard.
- Learning Conversations (parent/teacher/student interviews) which take place during both semesters.
- At the end of Terms 2 and 4, students receive a formal Semester Report.
- Year 12 school leavers will receive a personal reference letter in lieu of a Term 4 report. A SACE Record of Achievement will be issued mid-December.

Informal reporting and monitoring of progress also occurs regularly across the entire year (e.g. Traffic Light letters).

There are many reporting opportunities through the year initiated by the school. In addition to these, we welcome any contact from parents wishing to follow up their student's progress.

Drafting of student work is non-negotiable and a proven way to ensure that student work is as good as it possibly can be. It is also a requirement for SACE students in order for teachers to be able to verify that the work is the student's own. Each

subject teacher will set a specified date for submission of a full, completed draft. If a student fails to meet this due date, the TBAS Deadlines Policy is followed, which may result in the final piece of work not being considered for assessment.

Should plagiarism be identified in student work, this is a breach of TBAS and SACE assessment rules and an investigation will be undertaken. This may result in penalties being applied.

THE SACE

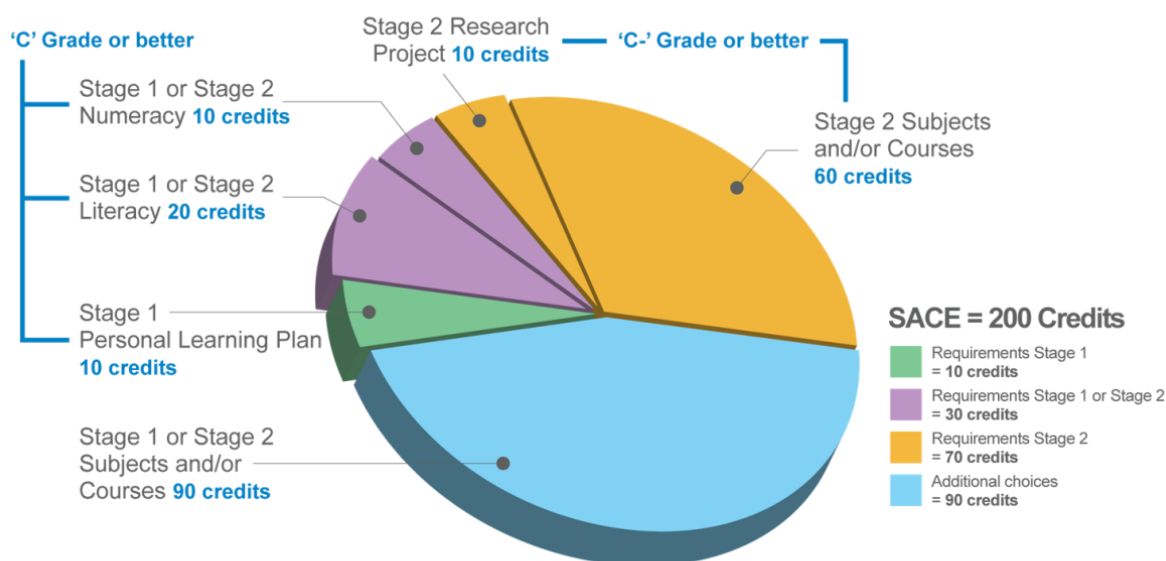
Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

To qualify for the SACE, students need to get 200 credits, through a mixture of compulsory and free-choice subjects and courses. In general, a semester course is awarded 10 credits and a full year course 20 credits.

Student work will be assessed using an 'A to E' grading system for Stage 1 (usually year 11) subjects and an 'A+ to E-' grading system for Stage 2 (usually Year 12) subjects. These systems are supported by rigorous quality assurance processes.

Some elements of the SACE are compulsory. These are:

- **Exploring Identities and Futures (formerly Personal Learning Plan)** at Stage 1 (usually undertaken in Year 10), worth 10 credits.
- at least 20 credits towards literacy from a range of **English** offerings at Stage 1.
- at least 10 credits towards numeracy from a range of **Mathematics** offerings at Stage 1.
- a major project of extended studies called the **Research Project** at Stage 2, worth 10 credits.
- completion of at least **60 additional credits in Stage 2** subjects and courses.



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 such as Community Studies, Community Connections or Integrated Learning
- recognition of community based learning (see page 9)

At Stage 1, our assessment tasks are marked by our teachers and checked by SACE moderators to ensure that grades are consistent across all schools.

Assessment for Stage 2 is divided into two parts:

- Internal — 70% of our assessment tasks (reports, tests, presentations, etc.) will be marked by teachers at our school and checked by SACE moderators. This ensures that assessment standards are consistent across all schools.
- External — the remaining 30% will be marked outside our 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

WHAT IS VET AND HOW CAN I DO IT?

VET stands for Vocational Education and Training. VET gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other Registered Training Organisations (RTOs).

Students can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses. The remaining 50 credits required to complete SACE must be gained by successfully completing the compulsory subjects of the Personal Learning Plan, Research Project, and Stage 1 Literacy and Numeracy courses.

UNIVERSITY AND TAFE ENTRY

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE with an ATAR are eligible for a straight forward university entry. Universities also specify required subjects for some of their courses. Some universities may offer alternate ways to gain entry to some courses without an ATAR.

Full details of university and TAFE entry requirements are included in the Tertiary Entrance Booklet 2022, 2023, 2024. Go to the SATAC website for more information www.satac.edu.au.

Further information around tertiary pathways can be found in the PLANNING YOUR TERTIARY PATHWAY section of this handbook, which can be found after the Year 12 subject descriptors.

STUDENTS WITH ADDITIONAL NEEDS

The SACE will cater for students with additional needs. Special provisions are available. In addition, the SACE offers a range of modified subjects as options for students with significant disabilities. Negotiations between the student, parent and Senior School Leader are needed before applying these special arrangements.

FURTHER INFORMATION

Visit the SACE Board website at <https://www.sace.sa.edu.au/> for more information about the SACE.

Source: This information has been provided by the SACE Board.

COUNSELLING PROCESS

All students and parents will be assisted in selecting appropriate courses. The steps include:

- Online access to career exploration activities - **links below.**
- Successful completion of the SACE Exploring Identities and Futures (during Year 10).
- SACE and Vocational Subject information for students and parents available upon request.
- Compulsory Work Experience for all Year 10s and with the option for Year 11 students. Individual Work Experience is available via negotiation.
- Individual counselling/mentoring as required or by request.
- Further advice/information is also available from the Senior School Leader upon request.
- Completion of the subject choice form.
- A subject selection meeting arranged with a senior secondary teacher and each Year 10 & 11 student with their parent/caregiver to discuss and lodge a subject choice form.

Online links: My Future <https://myfuture.edu.au/>
National Careers Institute <https://nci.dese.gov.au/>
Student Pathways <https://studentpathways.sa.edu.au/>

The final range of subjects which are available will depend upon sufficient numbers of students selecting each subject and teacher expertise. Final assessment results this year may also impact on subject choice. If there are any changes, additional counselling will be conducted before the end of the year.

Wherever possible students will be re-counselled into subjects of their choice, but due to a variety of constraints this may not always be possible.

WORK EXPERIENCE

Work Experience benefits students in many ways and is an important part of the school programme. It is often a great way for student to determine their chosen career pathways. Work Experience is programmed to occur during the year 10 PLP course for all Year 10 students. Year 11 students are encouraged to participate in work experience mid-year and as their studies are completed in Term 4. Year 12 students pursuing Work Experience are expected to do so during holiday breaks unless negotiated with the school.

- All Students in Year 10 must negotiate a one week placement in an actual work situation in Term 2. This is compulsory. A second Work Experience block for Year 10 students is scheduled at the end of Term 4.
- Other work experience arrangements are made in consultation with the Senior School Leader, and are made on an individual basis as the need arises.
- All students wishing to undertake work placements need to ensure that they follow the provided guidelines and meet all due dates for submission of paperwork relating to the placement and pre-placement preparation courses. Identified blocks of work experience for Year 10 and 11 students will have specified dates for return of paperwork. For other individual placements, all requirements must be fully completed and submitted a minimum of one full school week prior to the beginning of the placement.

COMMUNITY BASED LEARNING

WHAT IS COMMUNITY BASED LEARNING?

The SACE Board recognises that learning doesn't just happen in the classroom, but in all kinds of settings.

SACE students can earn credits for community service or activities through recognised community-developed programs or self-directed community learning.

WHAT COMMUNITY PROGRAMS QUALIFY?

Check the SACE Website for detailed information on programs and awards -

<https://www.sace.sa.edu.au/studying/recognised-learning/community-learning>

If you have completed an award from the following sample of accredited community organisations, you may be eligible for Community Based Learning Recognition:

- SA Country Fire Service
- Duke of Edinburgh's Awards Scheme
- Royal Life Saving Society of Australia
- Australian Army Cadets – Port Lincoln
- St John Ambulance Australia
- Australian Music Examinations Board
- Scouts Australia
- Guides Australia
- Australian Guild of Music and Speech

WHAT ABOUT SELF DIRECTED COMMUNITY LEARNING?

Individual students may participate in a range of programs or sets of activities that are not formally accredited.

Examples of this type of learning include:

- creating media productions (e.g. films, websites) outside school
- officiating at a series of sporting events
- performing in sport at an elite level
- planning and coordinating community or recreational events
- taking a leadership role in community land care or conservation groups
- taking a leadership role in community theatrical productions
- taking a leadership role in volunteer organisations
- taking a leadership role in the workplace
- taking responsibility for the care of an older adult or person with a disability
- teaching others specialised skills (e.g. dance).

WHAT ARE THE FIRST STEPS FOR TEACHERS AND STUDENTS TO TAKE

Teachers (especially Home Group Teachers) can discuss with students what things they do outside of school which may qualify and suggest that students speak to the Senior School Leader or students can contact the Senior Leader directly. If the learning is related to a Community Programme the student needs to bring the original certificate from the community organisation to the Senior School Leader. The school will scan the certificate and forward it along with the form which is completed by the student. If the learning is from a self-directed program the student will be required to apply to have the learning recognised via the Senior School Leader and then undergo an interview process here at school. A high degree of initiative and self-motivation are required of the student to drive this process, and form part of the assessment criteria for the credits obtained.

ADDITIONAL INFORMATION –

- No score or grade is attached to the programme or award. "Status granted" is what will appear on SACE Records of Achievement.
- Cannot be counted toward an Australian Tertiary Admissions Rank (ATAR).
- Recognition is only granted for completed awards.
- "Double counting" is to be avoided – the part of the programme or award that is used for recognition purposes generally cannot be counted towards a VET unit or another SACE unit.
- Additional programmes are continually being added to the list.
- Check SACE Website for updates –

<https://www.sace.sa.edu.au/studying/recognised-learning/community-learning>

HOW TO CHOOSE YOUR SUBJECTS

Effective subject selection is an important part of senior secondary schooling. Students need to make correct choices to ensure they are best placed to follow their preferred study/work pathways. Some Stage 2 subjects require assumed knowledge. Parents and students will be kept informed about subject selection processes and when finalised will be advised and asked to authorise the final selections negotiated.

PROCESS

- Current Senior School students and parents receive a copy of the Senior School Curriculum Handbook or access it via the School website and fully engage in the subject counselling process occurring during 2023.
- If considering a Vocational Subject, parent and student make an appointment to discuss this with the SACE/VET Leader prior to subject selection meetings.
- Subject counselling meetings are planned to occur in Week 4, Term 3.
- After collation of student choices, the school will determine which subjects are viable.
- Re-counselling will occur as necessary.
- Parents will be advised of final subject selections if there are any changes.

HELPFUL TIPS FOR STUDENTS –

1. Be mindful of your career preferences and creating the best pathways towards them. If unsure, explore the online links from page 8.
2. Consider the post-school studies you might need and become familiar with the SACE requirements for you to achieve your goals.
3. Read this handbook and relevant tertiary institution guides.
4. Think of the following questions when selecting subjects –
 - In which subjects am I experiencing success?
 - Which subjects give me the most personal satisfaction and enjoyment?
 - What are my plans for future employment or tertiary study?
 - Which subjects are necessary for me to achieve my goals?
5. Make your selections on the subject choice form based on those questions. Experience and past results indicate that students do their best work when it is something they must do based on future career options, or they are doing subjects they succeed in or enjoy.
6. Do not consider what your friends are doing or what teacher may or may not be teaching a subject. Traditionally that doesn't encourage successful student outcomes.
7. Consider where subject pathways can take you. Ask questions of the teachers, current, previous students and the SACE/VET Leader.

Something which may be useful is the My Future website. In particular the Bullseye charts which outline different career pathways students can take based on their subject interests. They can be accessed at the following link:

myfuture.edu.au/bullseyes

It is perfectly normal and reasonable to not know what you want to do when moving into Year 10 and even in Year 11 or 12, for that matter! The school is here to assist with that and to ensure that you complete your schooling with a range of options available to you.

YEAR 10 SUBJECT OPTIONS

Year 10 is a pre-SACE year. The way in which the curriculum is organised and the way in which the subjects are taught will lead to a successful transition into the Senior School and the requirements of the SACE.

This will mean students:

- Have their programme of study divided into 2 semester (half year) units.
- Must meet deadlines for their assessment tasks.
- Participate in a Career Education program which includes a minimum of two blocks of Work Placement, a variety of career and future education activities, a Careers Trip and the successful completion of the SACE Stage 1 Personal Learning Plan.
- Need to meet the Year 10 performance expectations to progress to the SACE.
- Should be aware that the level of achievement in a subject may determine the subjects they can study in the SACE or their ability to be promoted to the next year level.

We believe that it is reasonable to expect that Year 10 students will:

- Be committed to their study.
- Be well organised
- Communicate effectively with their teachers and each other.
- Contribute to the successful running of the school by participating in a range of learning and extracurricular activities.

In each semester, the students will study 7 subjects. For each semester, students will have the choice of 2 from 5 "Elective Subjects". Student choice should be guided by:

- Interest in the subject
- Success in that subject in previous years

- Relevance to vocational and future interests
- Choices will be selected from the subject descriptors.

Students also have alternative options to consider and we invite families to discuss flexible options with us if these elective subjects do not meet your needs. Community Studies is one such option and requires self-directed learning in one of the six study areas consisting of: Art, Communication, Food, Health & Recreation, Science & Technology and Work. Other options are Vocational Subjects (subject to VET guidelines); including "VET" courses, and "School Based Apprenticeships and Traineeships"

Please speak with the SACE/VET Leader or Principal if you would like to pursue one of these.

COMPULSORY SUBJECTS

- English (2 semesters)
- Health & Physical Education (2 semesters)
- Mathematics (2 semesters)
- Science (2 semesters)
- HASS (1 semester)
- Exploring Identities & Futures (1 semester) – 10 SACE Credits
- Youth Opportunities (1 full day per week over 9 weeks) – 20 SACE Credits

ELECTIVE SUBJECTS

Design & Technology (1 or 2 semesters)

Semester 1: With a focus on wood technology and design, students will further develop skills in communicating ideas through sketching, orthogonal drawing, and Computer Aided Design (CAD) before using the design process to plan, produce and evaluate a "leg-and-rail" project. Practical skills involve constructing framing and widening joints, along with the use of machines, power tools and hand tools to produce a unique, functional product.

New learning includes material properties, wood machining, jointing and finishing techniques.

Semester 2: This course is centred on metal fabrication and welding technologies. Students build on their design and communication skills to devise a steel-based product of their choice after learning a range of metalworking and welding techniques.

New learning is likely to include welding with Oxyacetylene, MIG and arc technologies, along with plasma cutting and metal machining processes.

These courses provide a foundation upon which to build successful completion of D,T&E Materials Solutions courses at Stage 1 &/or 2. They also deliver a range of initial skills and understandings for a career in the design, engineering and construction industries.

Home Economics (1 or 2 semesters)

The curriculum aims to develop food preparation and presentation skills through preparation of a range of increasingly complex recipes. A strong focus is on application of high level food safety and hygiene principles to meet Australian Standards. Students also increase textiles knowledge and skills through preparation of individualised projects.

Core topics in this subject are food safety and hygiene, food preservation, upcycled textiles and food styling. Assessment structure in Year 10 will provide strong foundations for Food and Hospitality studies in senior secondary school.

Music (1 or 2 semesters)

Throughout this course students explore the elements of music in a range of ways, learning about a variety of artists, concepts and music making processes. They develop practical skills to performed music with technical control, expression and stylistic understanding. Students also explore digital music production through multitrack recording, mixing and sound engineering tasks. This course allows students to create musical compositions using multitude of instruments and technology, helping foster a passion for music and provide students with the foundations and skills needed to be successful in Stage 1 & 2 Music. If students are looking to study Music in year 11 or 12 it is highly recommended that they complete a minimum of 1 semester in year 10.

Visual Arts (1 or 2 semesters)

This course is intended to provide students with an opportunity to learn about a variety of visual arts concepts, theories and ideas. They will explore these concepts through analysis, research and practice.

Across a full year there will be a focus on mixed media, visual elements, art styles and sculpture. Their understanding of these theories will be demonstrated through a number of task types. They will create artworks including paintings, sculptures and drawings. Students will have the opportunity to use a variety of different equipment, tools and mediums in order to learn new techniques and build on existing skills.

Learning in this course will provide students with the foundations and skills needed to be successful in Stage 1 & 2 Visual Art. If students are looking to study Visual Art in year 11 or 12 it is highly recommended that they complete a minimum of 1 semester in year 10.

STAGE 1 SUBJECT OPTIONS

In Year 11, students generally study Stage 1 subjects, and 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.

Students also have alternative options to consider and we invite families to discuss flexible options with us if these elective subjects do not meet your needs. Community Studies is one such option and requires self-directed learning in one of the six study areas consisting of: Art, Communication, Food, Health & Recreation, Science & Technology and Work. Other options are Vocational Subjects (subject to VET guidelines); including "VET" courses, and "School Based Apprenticeships and Traineeships (SBATs)"

Please speak with the Senior School Leader or Principal if you would like to pursue one of these.

BIOLOGY

Credits: 10 or 20
Length: Semester/Year

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.

Satisfactory completion of a full year of Stage 1 Biology is recommended for students considering Stage 2 Biology.

CHEMISTRY

Credits: 10 or 20
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.

Satisfactory completion of a full year of Stage 1 Chemistry is strongly recommended for students considering Stage 2 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.

COMMUNITY STUDIES

Credits: 10 or 20

Cost: No

Extra Time: No

Length: Semester/Year

Community Studies offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

By reflecting on their learning and their success in achieving their goals, students gain insights into how they can be active and responsible participants in their communities, and how they can make valuable contributions to them.

Students complete a contract of work, including a community activity, and a reflection on their learning experiences.

- Assessment Type 1: Contract of Work
- Assessment Type 2: Reflection.

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 and Graphic Design. 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 Vinyl Record Label and a product package design. School-based Assessment: Folio: 20% Skills 50% Project 30%

DESIGN, TECHNOLOGY & ENGINEERING - MATERIAL SOLUTIONS

Credits: 10

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 & E Solutions 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.

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

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.

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

FOOD AND HOSPITALITY

Credits: 10 or 20

Cost: Minimal

Extra time: Yes

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.

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.
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.

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: 20

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. The theory topics include:

- Exercise Physiology
- Energy Systems and Components of Fitness

- Fitness Testing
- 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.

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

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.

Satisfactory completion of a full year of Stage 1 Physics is strongly recommended for students considering Stage 2 Physics.

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.

In 2024 course structure will be changing.

SCIENTIFIC STUDIES

Credits: 10 or 20

Length: Semester/Year

Students apply inquiry-based approaches to design, plan, and undertake investigations on a short term or more extended scale, responding to local or global situations. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

Students have an opportunity to pursue contexts and topics related to their interests or future pathways. The assessment is much more based on practical skills than other SACE Science options.

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

- one inquiry folio, comprising:
 - two tasks with a focus on science inquiry skills
 - one investigation with a focus on science as a human endeavour
- one collaborative inquiry.

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 SUBJECT OPTIONS

In Year 12, students generally study Stage 2 subjects and are required to complete a 10 credit (one semester) subject of Research Project (if not done in Year 11). 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.

Students also have alternative options to consider and we invite families to discuss flexible options with us if these elective subjects do not meet your needs. Community Studies is one such option and requires self-reliant learning in one of the six study areas consisting of: Art, Communication, Food, Health & Recreation, Science & Technology and Work. Other options are Vocational Subjects (subject to VET guidelines); including "VET" courses, and "School Based Apprenticeships and Traineeships"

Please speak with the Senior School Leader or Principal if you would like to pursue one of these.

BIOLOGY

Credits: 20
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.

CHEMISTRY

Credits: 20
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: Yes

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.

COMMUNITY CONNECTIONS

Credits: 10 or 20

Cost: No

Extra Time: No

Length: Semester/Year

Community Connections provides opportunities for success to students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area.

The subject values the student's interests and strengths, enables curiosity, and empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning.

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Reflection (20%)
- Assessment Type 3: Community Application Activity (30%)

COMMUNITY STUDIES

Credits: 10 or 20

Cost: No

Extra Time: No

Length: Semester/Year

Community Studies offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

By reflecting on their learning and their success in achieving their goals, students gain insights into how they can be active and responsible participants in their communities, and how they can make valuable contributions to them. Students complete a contract of work, including

a community activity, and a reflection on their learning experiences.

School Assessment (70%)

- Assessment Type 1: Contract of Work

External Assessment (30%)

- Assessment Type 2: Reflection.

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 and Graphic Design. 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 & E 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.

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.

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, Gourmet gift hamper, Multicultural Influences and Function Catering.

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

INTEGRATED LEARNING – SPORT AND COMMUNITY FOCUS

Credits: 20
Cost: Yes
Extra Time: Yes
Length: Full Year

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 through sport.

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 will be taught in conjunction with the Stage 2 PE class.

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 Integrated Learning.

In this subject, students are expected to:

- Develop and apply knowledge, concepts and skills for a purpose
- Extend and apply one or more capabilities (Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, and Intercultural Understanding)
- Explore, analyse, and evaluate concepts, ideas, and skills from different perspectives
- Work collaboratively with others
- Communicate ideas and informed opinions
- Develop self-awareness by evaluating progress in learning

Focus areas

Stage 2 Integrated Learning will have a Sport and Community focus. Practical inquiry tasks provide an opportunity for students to demonstrate practical application and development of knowledge, concepts and skills related to Sport and the Community. For Connections tasks, students will work collaboratively with others to undertake specific tasks to connect with the Sport and Community focus, communicate their ideas and evaluate their learning after receiving feedback from

others. The Personal Endeavour is an opportunity for students to explore an area of the program focus that is of interest to them by investigating and analysing relevant concepts, ideas, and skills, and communicating their ideas and opinions about them.

Evidence of learning

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

School Assessment (70%)

Assessment Type 1: Practical Inquiry (40%)

- Diagnostic Task 1 – Sport Analysis
- Diagnostic Task 2 – Community Sport Participation
- Diagnostic Task 3 – Occupational Health & Safety Audit of Sporting Facilities
-

Assessment Type 2: Connections (30%)

- Connections Task 1 – Sports Coaching/Umpiring
- Connections Task 2 – Sports Administration

External Assessment (30%)

Assessment Type 3: Personal Endeavour (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%

MATHEMATICAL METHODS

Credits: 20

Cost: No

Extra Time: No

Length: Semester/Year

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.

SACE Numeracy Requirement: Completion of 10 or 20 credits of Stage 1 Mathematics with a C grade or better, or 20 credits of Stage 2 Mathematical Methods with a C- grade or better, will meet the numeracy requirement of the SACE.

School assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External assessment (30%)

- Assessment Type 3: Examination (30%)

MATHEMATICS - SPECIALIST

Credits: 20

Cost: No

Extra Time: No

Length: Semester/Year

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 Mathematical Methods.

School assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External assessment (30%)

- Assessment Type 3: Examination (30%)

MUSIC PERFORMANCE

Credits: 20

Cost: No

Length: Full Year

This subject combines two 10 credit Stage 2 subjects; music performance solo and music performance ensemble.

Students develop and extend their practical music-making skills through performing works solo and in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

School Based Assessment 70%

Assessment Type 1: 1 Solo & 1 ensemble Performance – weighting 30%

Assessment Type 2: 1 Solo, 1 ensemble Performance and Discussion– weighting 40%

External Assessment (30%)

Assessment Type 3: 1 Solo, 1 ensemble Performance and a Portfolio – weighting 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 – Effects of feedback on performance
 - 3) Diagnostic Task 3 – Biomechanics Analysis
- Assessment Type 2: Improvement Analysis (40%)

External Assessment (30%)

- Assessment Type 3: Group Dynamics (30%).

PHYSICS

Credits: 20

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.

SCIENTIFIC STUDIES

Credits: 20
Length: Year

Students apply inquiry-based approaches to design, plan, and undertake investigations on a short term or more extended scale, responding to local or global situations. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

Students have an opportunity to pursue contexts and topics related to their interests or future pathways. The assessment is much more based on practical skills than other SACE Science options.

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

School Assessment (70%)

- Assessment Type 1: Inquiry Folio (50%)
- Assessment Type 2: Collaborative Inquiry (20%)

External Assessment (30%)

- Assessment Type 3: Individual Inquiry (30%).

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

- one inquiry folio, comprising:
 - three tasks with a focus on science inquiry skills
 - one investigation with a focus on science as a human endeavour
 - one individual inquiry design proposal
- one collaborative inquiry
- one individual inquiry.

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.

PLANNING YOUR TERTIARY PATHWAY

The Tertiary Entrance Pathway

Students can enter university and some TAFE courses by completing the SACE and gaining an Australian Tertiary Admission Rank (ATAR).

An ATAR ranks the achievement of students for the purposes of university entry.

To gain entry into university courses with an ATAR you must:

- successfully complete your SACE
- generate a University Aggregate from 90 Credits of Tertiary Admissions Subjects (TAS) and Recognised Learning. At least 60 credits must come from 3 x 20 credit TAS subjects.
- Be eligible to derive an ATAR from the University Aggregate
- Apply for your preferred university courses through SATAC

SATAC (South Australian Tertiary Admissions Centre) have information around how TAFE SA selection scores, university aggregates and ATARs are generated, what scaling is and how it works, special entry tests as well as all university entrance requirements for the range of universities which are available to South Australians.

You are strongly recommended to read the current SATAC Tertiary entrance booklet (orange cover) and the SATAC Guide (blue cover) for information about applying for courses and the requirements for entry into your chosen courses.

This information can be found at <http://www.satac.edu.au/>

Student's responsibility

The Senior School Leader can give you more details about Tertiary Admission Subjects (TAS) which can be counted at particular institutions, and any subject prerequisites for tertiary courses. However, it is your responsibility to check the entry requirements for specific courses in which you may be interested. These websites may be helpful:

SACE <https://www.sace.sa.edu.au/studying/your-sace/planning-beyond-sace>

SATAC Guide <https://online.flippingbook.com/view/711247563/>

The TAFE Pathway

TAFE provides a wide range of vocational education and training courses to prepare people for work and further study.

Entry to TAFE courses

TAFE uses various selection criteria depending on the type of course and the level of the course. Because there are so many pathways into TAFE, students are advised to discuss their plans with the Senior School Leader.

Minimum Entry Requirements

To be eligible for TAFE courses students must meet one of the Minimum Entry Requirements (MER) for that course. The MER for each course is listed in the TAFE SA Courses and Admissions Guide and on the TAFE website www.tafe.sa.edu.au

For students who do not meet the MER through the required SACE results, satisfactory achievement in the TAFE Assessment of Basic Skills test (TABS) can also be used. This test assesses skills in information literacy and numeracy/mathematics. The questions in this test are of a standard that students who have completed Year 10 would be expected to answer.

GLOSSARY

ATAR	Australian Tertiary Admissions Rank	https://www.satac.edu.au/atar
Capabilities	<p>Seven key personal capabilities are embedded into the SACE program. They include:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Information and Communication Technology • Critical and Creative Thinking • Personal and Social • Ethical Understanding • Intercultural Understanding 	https://www.sace.sa.edu.au/studying/your-sace/capabilities
Local Delivery	Eyre Peninsula schools with senior secondary enrolments have made a commitment to offer subjects including SACE and VET to students from other sites across the Eyre Peninsula. This is referred to as Local Delivery.	https://epschools.sa.edu.au/#page-content
OAC	Open Access College	https://www.openaccess.edu.au/
SACE	South Australian Certificate of Education	https://www.sace.sa.edu.au/
SACE Moderators /Markers	Experienced educators who confirm school assessment standards or mark externally assessed work (e.g. exams)	
SATAC	South Australian Tertiary Admissions Centre	https://www.satac.edu.au/
SBAT	School Based Apprenticeships & Traineeships	https://www.sa.gov.au/topics/education-and-learning/vocational-education-and-training/australian-school-based-apprenticeships
Semester	A semester represents half a year of study. Generally, 10 SACE credits are awarded to a semester course which is designed to occupy 60 hours of programmed school time.	
Stage 1 & Stage 2	The two stages of the SACE. Generally, Stage 1 courses are done in Year 11 and Stage 2 courses are completed at Year 12. There are exceptions to this however.	
TAS	Tertiary Admissions Subject	https://www.sace.sa.edu.au/studying/your-sace/planning-beyond-sace
TES	Tertiary Entrance Statement	https://www.satac.edu.au/documents/understanding_your_tes.pdf
VET	Vocational Education & Training	https://info.australia.gov.au/information-and-services/education-and-training/vocational-education-and-training

Notes: