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ST. PHILIP'S COLLEGE

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**STAGE 1 (YEAR 11) 2018**

**AND**

**STAGE 2 (YEAR 12) 2019**

**SUBJECT HANDBOOK**



## TABLE OF CONTENTS

Information for Parents and Students	5
<b>NTCET</b>	
What is the NTCET?	6
What must I do to get an NTCET?	6
What conditions must I meet to get a NTCET?	6
<b>UNIVERSITY AND THE AUSTRALIAN TERTIARY ADMISSION RANK</b>	
How to qualify for university?	6
What is an ATAR?	6
How is the ATAR calculated?	6
What is Scaling?	7
<b>HOW IS MY WORK MARKED?</b>	
How are the marks in my subjects determined?	7
What are Performance Standards?	7
Assessment of Subjects?	7
What are the Capabilities?	7
<b>HOW DO I SELECT MY SUBJECTS</b>	
How to select my subjects?	8
What if the subjects I want do not fit into the subject lines?	9
What is the timeline for selecting my subjects?	9
Possible career focus groups.	9
What if I don't know what I want to do?	9
<b>CORRESPONDENCE COURSES</b>	
What about correspondence courses, can I do a subject by correspondence?	10
Are there any issues with correspondence courses that I need to be aware of before making an application for a correspondence course?	10
How do I apply for a correspondence course?	10
<b>VET COURSES</b>	
Are there other courses I can do?	11
What is a VET course?	11
What VET courses can I do?	11
How do I enrol in a VET Course?	11
<b>CALCULATORS</b>	
Do I need to buy a graphics calculator?	12
<b>SUBJECT DESCRIPTIONS</b>	
Academic Pathway Subjects	13
Employment Pathway Subjects	81



## INFORMATION FOR PARENTS AND STUDENTS

Students attending St Philip's College can follow one of two pathways in Years 11 and 12. These are the Academic Pathway and the Employment Pathway.

The Academic Pathway leads to a Northern Territory Certificate of Education and Training (NTCET) and, for most students, an Australian Tertiary Admission Rank (ATAR). Students following the Employment Pathway will only receive a Northern Territory Certificate of Education and Training (NTCET). The aim of the Employment Pathway is to ensure that those students following this pathway get a job or an apprenticeship by the end of Year 12.

### Employment Pathway

Students following the Employment Pathway will do predetermined subjects over the two years. They will also have regular work placements as part of their normal course of study or some students may start work in a school based apprenticeship. The Employment Pathway subjects are described on the pink pages.

### Academic Pathway

Students following the Academic Pathway will generally do a minimum of six subjects in Semester 1 and five subjects in Semester 2 of Year 11. It is highly recommended, however, that students complete six subjects in both semesters to maximise their credits. In Year 12 these students will do a minimum of five subjects.

Students need to be aware of any prerequisite subjects required for further study. For example, Specialist Mathematics is required for most engineering courses.

At the end of Year 12, students will receive an Australian Tertiary Admission Rank (ATAR). This will be used by the universities to determine which students they accept into the courses they offer. Various universities also offer bonus points to some students if they do particular subjects or combinations of subjects at Year 12 level. Some bonus points now need to be applied for on an individual basis. If you would like further details, please see Mrs Tilbrook.

All the available subjects are described on the following pages. All subjects are offered for selection by students, but only those subjects chosen by enough students will appear in the final timetable. This means that if not enough students choose a particular subject, it will be withdrawn as an available subject.

It is important that students select subjects that they want to do. No student performs well in subjects they dislike. It is also important they consider selecting subjects that complement each other.

Once the students have selected their subjects, the subject lines will be determined so that as many students as possible obtain the subjects they want to study. The subject lines should be determined by the start of Term 4.

Should you have any questions with regard to any of the subjects, please feel free to contact the appropriate Head of Department or myself.

Peter Wagner  
Director of Teaching, Learning and Curriculum  
(08) 8950 4504

## **WHAT IS THE NTCET?**

The NTCET is the Northern Territory Certificate of Education and Training. This is issued to students who have successfully completed a course of study from Year 10 to Year 12.

## **WHAT MUST I DO TO GET AN NTCET?**

Students need to complete a number of subjects to receive a total of two hundred (200) credit points to obtain their Northern Territory Certificate of Education and Training (NTCET). There are a number of conditions associated with obtaining these points.

## **WHAT CONDITIONS MUST I MEET TO GET AN NTCET?**

There are a number of conditions you must meet to get a NTCET. These include:

- Successfully attempting enough subjects to accumulate 200 points. Each semester length subject is worth 10 points and each full year subject is worth 20 points.
- Successfully completing your Personal Learning Plan in Year 10 and gaining a Grade C or better in this subject.
- Successfully completing a semester of Mathematics and two semesters of English at Stage 1 (Year 11) and gaining a Grade C or better in all of these subjects.
- Successfully completing enough subjects so that you have a minimum of 140 points from subjects where you gained a Grade C or better.
- Successfully completing a minimum of four (4), full year, 20 point, Stage 2 (Year 12) subjects and gaining a Grade C or better in at least three (3) of these subjects.

## **HOW TO QUALIFY FOR UNIVERSITY**

In order to be eligible for admission for a university course you need to;

- Qualify for the NTCET
- Obtain an ATAR
- Meet any prerequisite subject requirements for the course or program

## **WHAT IS AN ATAR?**

An ATAR is your Australian Tertiary Admission Rank. It is used by the universities to help determine who is admitted to each university course.

## **HOW IS THE ATAR CALCULATED?**

The ATAR is determined using the scaled scores from your best 90 credits of Stage 2 (Year 12) subjects. Certificate III VET courses are now awarded the average of the first 70 credits of Stage 2 (Year 12) subjects. You will be awarded a score out of 100 based on your results from these subjects. Please consult the SATAC (South Australia Tertiary Admission Centre) website for further details.

## **WHAT IS SCALING?**

Scaling is the process that adjusts the marks in each subject to account for the varying levels of difficulty between different subjects. There is no set pattern that determines what subjects are scaled up and what subjects are scaled down. The scaled marks are determined after the students have completed Year 12. This is when the performance of students in different subjects is compared. Students should not make subject selections based on predictions about scaling because the scaling process changes every year based on that cohort's unique composition.

## **HOW ARE THE MARKS IN MY SUBJECTS DETERMINED?**

All subjects at Stage 1 (Year 11) and Stage 2 (Year 12) are assessed using performance standards.

## **WHAT ARE PERFORMANCE STANDARDS?**

All subjects will be assessed using performance standards. These will be used to describe an individual student's level of achievement and will be reported with the grades A to E at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for all subjects are listed under the description of each individual subject.

## **ASSESSMENT OF SUBJECTS**

The weightings and nature of each assessment component in each course is listed under each subject description. Each assessment item will be marked using the performance standards.

## **WHAT ARE THE CAPABILITIES?**

All subjects have a focus on one or more capabilities. There are seven capabilities and all subjects must focus on one or more of them in the delivery of the curriculum. The capabilities are; literacy, numeracy, information and communication technology capability, personal and social capability, critical and creative thinking, ethical understanding, and intercultural understanding.

The capabilities are designed to enable students to make connections in their learning within and across subjects in a wide range of contexts.

## **NOW THE IMPORTANT QUESTION - HOW TO SELECT MY SUBJECTS?**

It is important to select subjects that you like and are interested in. It is also important that you plan ahead. In order to choose the subjects that are right for you, you might like to follow the steps below.

1. Consult university web sites to determine if any prerequisite subjects are required for the course you want to do. Also contact Mrs Tilbrook for additional advice. The SATAC website also has information relating to the South Australian universities.
2. Attend the NTCET Information Session on Wednesday 16 August at 7.00pm in the Minnamurra Hall to ensure you understand the requirements you must meet to get an NTCET and/or ATAR.
3. Attend the NT Government Skills, Employment and Careers Expo on Monday 21 August or Tuesday 22 August at the Convention Centre. All Year 10 students will be taken to the Careers Expo on Tuesday 22 August.
4. Attend the Information Session on Wednesday 23 August from 3.30pm to 5.30pm in the Minnamurra Hall to ask the advice of your teachers and other staff. The Parent / Teacher booking system will be used for this evening. A second evening will be organised if staff are fully booked.
5. Select the level of English and Mathematics appropriate for your capabilities. Select the other subjects that interest you. You will be asked to list these in order of preference from 1 to 10.

After all students have chosen their subjects, those subjects that do not have enough interest will be removed and the remaining subjects will be placed into subject blocks. These subject blocks will not change from Year 11 to Year 12. You will only be allowed to do one subject in each block. This means that you may then be asked to reconsider your selection if two of your chosen subjects are in the same block.



## **WHAT IF THE SUBJECTS I WANT TO DO, DO NOT FIT INTO THE SUBJECT LINES?**

As much as possible, students will get to do the subjects that interest them. Unfortunately, more than one subject has to be taught at the same time and some students will select two subjects that are being taught in the same block. In these cases the individual student will need to choose which subject they prefer most.

## **WHAT IS THE TIMELINE FOR SELECTING MY SUBJECTS?**

The timeline for selecting your subjects is:

1. Attend the NTCET Information Night on Wednesday 16 August at 7.00pm in The Minnamurra Hall if you have any questions about what you need to do.
2. Attend the Subject Information Session from 3.30pm to 5.30pm on Wednesday 23 August in The Minnamurra Hall to speak with individual teachers if you require further information about the subjects available.
3. If needed, arrange an individual interview with Mrs Tilbrook to discuss your career options.
4. Hand your completed Subject Selection Form to Student Access or to Mr Wagner before Friday 1 September.

## **POSSIBLE CAREER FOCUS GROUPS**

Consider selecting your subjects using a career focus. Think about what career interests you and the subjects that lead to that career. For example, if you are considering Engineering as a career, you would probably consider subjects like Physics, Chemistry and Specialist Mathematics.

## **WHAT IF I DON'T KNOW WHAT I WANT TO DO?**

If you have no idea what you want to do when you leave school just select subjects that you like but remember to keep your long term options open. You must ensure that you select subjects that are appropriate to your capabilities. This particularly applies to English and Mathematics.

## **WHAT ABOUT CORRESPONDENCE COURSES, CAN I DO A SUBJECT BY CORRESPONDENCE?**

You may attempt a subject by correspondence but only if it does not fit into the school timetable and if you satisfy special conditions that allow you to qualify as a correspondence student. Generally correspondence courses are restricted to languages only.

## **ARE THERE ANY ISSUES WITH CORRESPONDENCE COURSES THAT I NEED TO BE AWARE OF BEFORE MAKING AN APPLICATION FOR A CORRESPONDENCE COURSE?**

There are a number of issues with correspondence courses that you need to be aware of before making an application with Mr Wagner.

- Firstly, you need to know that the College has no control over the content of a correspondence course, the teacher of the course or the assessment of the subject. You are, effectively, enrolled in another school to do one subject.
- Secondly, while the College will attempt to support you in a correspondence course by providing a teacher here at school to tutor or help you, this may not always be possible. You may find that you and your support teacher do not have free lessons at the same time or that meeting after school is also difficult. The College may not have a member of staff able to assist you in your course.
- Thirdly, only students capable of meeting deadlines and working independently should consider a correspondence course. Significant personal responsibility to complete the work falls onto the student.
- Finally, there are often issues related to arranging contact times when the student speaks with a teacher at the Correspondence School. You may have to miss other classes or make contact during your holidays to meet your requirements.

## **HOW DO I APPLY FOR A CORRESPONDENCE COURSE?**

To apply for a correspondence course you need to arrange an interview with Mr Wagner. He will need to be assured that you need to do the course in order to follow your chosen career path and are capable of meeting your commitments as a student doing a correspondence course.

## **ARE THERE OTHER SUBJECTS I CAN DO?**

Yes, if you wish, you can do a VET Course.

## **WHAT IS A VET COURSE?**

VET stands for Vocational Education and Training. VET is education and training that 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.

Under the NTCET, students can study a number of VET courses. They can earn up to 190 of the 200 credits required to complete their NTCET, through recognised Vocational Education and Training courses. Within these, students must also satisfy the literacy and numeracy requirements of the NTCET. The remaining 10 credits will come from the Personal Learning Plan. Students can earn 5 NTCET credits for successfully completing 35 hours of VET, and 10 NTCET credits for 70 hours. The SACE Board determines whether the NTCET credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2.

## **WHAT VET SUBJECTS CAN I DO?**

The following courses are open to students from St Philip's subject to a successful application. All these courses have limited spaces available and preference will be given to those students following the employment pathway.

### **Studied after school hours at CDU**

Certificate I, II and III in Hospitality

**Studied during normal school hours at CDU** – These courses are run as 4 one week blocks. Students will miss four weeks of school at St Philip's. In addition to this, students are expected to complete a minimum of one week of structured work placement. This means they must catch up on missed work as well as balance their commitments to their VET course. In 2017 the following courses were offered to St Philip's students.

Certificate I in Automotive	Certificate II in Construction
Certificate II in Hairdressing	Certificate II in Meat Retailing
Certificate II in Sport & Recreation	Certificate II in Media
Certificate II in Information Technology	Certificate II in Music
Certificate II in Kitchen Operations	Certificate II in Engineering
Certificate II in Retail	Certificate II in Nail Technology

## **HOW DO I ENROL IN A VET COURSE?**

To enrol in any other VET course you need to email Ms Anderson at [kathryn.anderson@stphilips.nt.edu.au](mailto:kathryn.anderson@stphilips.nt.edu.au) for more information and to arrange an interview.

## **DO I NEED TO BUY A GRAPHICS CALCULATOR?**

The use of technology in all of our Stage 1 and Stage 2 Mathematics courses is mandated by SACE as essential. This means that while the purchasing of a graphics calculator is a significant expense, it is an essential tool in all senior Mathematics courses.

Students may use any of the graphics calculators listed in the table below. For external examinations supervisors will check the model of the calculator being used.

<i>Casio</i> fx-9860G AU fx-9860G AU Plus fx-CG20 AU fx-CG50 AU — added June 2017 cfx-9850G cfx-9850G Plus cfx-9850GB Plus	<i>Texas Instruments</i> TI-83 Plus TI-84 Plus TI-84 Plus C—silver edition TI-84 Plus CE
<i>Sharp</i> EL-9900	<i>Hewlett Packard</i> HP 39GS

St Philip's chooses to use a version of the CASIO FX-9860G AU. Please note that the international version the CASIO FX-9860 calculator is not approved. If your child brings a non-approved calculator to a Stage 1 or Stage 2 test or examination they will not be allowed to use it.

If your child has a calculator that is different from the CASIO version, it is essential that they understand how to use it correctly.

If you have any questions regarding graphics calculators or anything else about the senior Mathematics courses, please do not hesitate to contact the Head of Mathematics, Mr Steve Kimber.

**ACADEMIC PATHWAY  
SUBJECTS**

**STAGE 1 (YEAR 11) 2018**

**AND**

**STAGE 2 (YEAR 12) 2019**

**SUBJECT DESCRIPTIONS**

## ACCOUNTING

The following subjects are offered in Accounting.

<b>Accounting</b>			
<b>Subjects</b>	Accounting A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Accounting B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Accounting (Stage 2)	<b>Credits</b>	20 (Full year)

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. They develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

### Stage 1 - Accounting A and Accounting B

Accounting A and Accounting B are each a one semester, 10-credit subject and consist of the main topic of 'The Environment of Accounting' and at least two option topics.

Main Topic: The Environment of Accounting

Option Topics

- Personal Financial Management
- Business Documents
- Keeping Cash Records
- Double-entry Recording
- Financial Reports
- Analysis and Interpretation of Financial Reports

### Assessment for Accounting A and Accounting B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Accounting A	Accounting B
Skills and Applications Tasks	75%	75%
Investigation	25%	25%

## Stage 2 – Accounting

Stage 2 Accounting is a full year, 20-credit subject.

Students study the following three sections:

Section 1: The Environment of Accounting

Section 2: Financial Accounting

Section 3: Management Accounting.

### Assessment Stage 2 Accounting

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Skills and Applications Tasks	50%
Report	20%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

Students undertake a 2-hour examination. The examination includes a range of problem questions, including short-answer and extended-response questions. Problem questions integrate the key skills, knowledge and understanding from all sections of the content with a focus on the knowledge, skills, applications, analysis and interpretation involved in accounting practice. The examination will be marked by external assessors with reference to the performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Accounting are: Understanding, Analysis and Interpretation, Application and Communication.

## AGRICULTURE

The following subjects are offered in Agriculture.

<b>Agriculture</b>			
<b>Subjects</b>	Agriculture – Principles (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Agriculture – Management (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Agricultural Production (Stage 2)	<b>Credits</b>	20 (Full year)

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk and egg production) broad acre cropping, horticulture, viticulture, forestry and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics and marketing. Work health, safety and ethical principles underpin all aspect of this subject.

### Stage 1 - Agriculture - Principles and Agriculture - Management

Agriculture – Principles and Agriculture - Management are each one semester, 10-credit subjects. The content consists of a study of areas which include: Principles of Agriculture and Enterprise Management.

#### Assessment for Agriculture - Principles and Agriculture - Management

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Agriculture - Principles	Agriculture - Management
Agricultural Reports	50%	50%
Applications	50%	50%



## Stage 2 – Agriculture

Stage 2 Agricultural Production is a 20-Credit subject. It is organised into four topics:

- Topic 1: Animal Production
- Topic 2: Plant Production
- Topic 3: Resource Management
- Topic 4: Agribusiness

Students study:

- A selection of subtopics from Topic 1 and/or Topic 2
- A selection of subtopics from Topic 3 and 4

### Assessment for Stage 2 Agriculture

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Agriculture Reports	30%
Applications	40%
<b>External Assessment</b>	
Production Investigation	30%

### Information on the External Assessment

In negotiation with the teacher, students develop and conduct their own individual practical investigation based on a primary production enterprise in Agriculture.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Agriculture are Investigation, Analysis and Evaluation, and Knowledge and Application

## **BIOLOGY**

The following subjects are offered in Biology.

<b>Biology</b>			
<b>Subjects</b>	Biology A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Biology B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Biology (Stage 2)	<b>Credits</b>	20 (Full year)

In Biology, students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

### **Stage 1 - Biology A and Biology B**

Biology A and Biology B are each one semester, 10-credit subjects. The content consists of a study of areas of which include: Cellular Biology, Physiology and Ecology.

### **Assessment for Biology A and Biology B**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Biology A	Biology B
Investigations Folio	50%	50%
Skills and Applications Tasks	50%	50%

## Stage 2 – Biology

Stage 2 Biology is a 20-credit subject. It is organised around the following four topics:

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

### Assessment for Stage 2 Biology

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Investigations Folio	30%
Skills and Applications Tasks	40%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

The 2 hour examination consists of:

- Multiple-choice questions
- Short-answer questions
- Extended response questions

Questions will cover all themes and threads and will include experimental skills. The examination will be marked by external assessors with reference to performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Biology are: Investigation, Analysis and Evaluation, and Knowledge and Application.

## **BUSINESS AND ENTERPRISE**

The following subjects are offered in Business and Enterprise.

<b>Business and Enterprise</b>			
<b>Subjects</b>	Business and Enterprise A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Business and Enterprise B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Business and Enterprise (Stage 2)	<b>Credits</b>	20 (Full year)

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business and social contexts, locally, nationally and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises and technology on the well-being and lifestyle of individuals, communities, the economy and the environment.

### **Stage 1 - Business and Enterprise A and Business and Enterprise B**

Business and Enterprise A and Business and Enterprise B are each a one semester, 10-credit subject. For each subject, students undertake one core topic and two option topics. The core topics are Topic 1: Introduction to Business and Enterprise and Topic 2: Business and Enterprise in Practice.

The Option Topics include Establishing a Business, Business Plans, Marketing and Entrepreneurship - the Enterprising Person.

### **Assessment for Business and Enterprise A and Business and Enterprise B**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Business and Enterprise A	Business and Enterprise B
Folio	50%	50%
Practical	25%	25%
Issues Study	25%	25%

## Stage 2 - Business and Enterprise

Stage 2 Business and Enterprise is a 20-credit subject that comprises a core topic, and seven option topics. For a 20-credit subject, students complete the study of the core topic and two option topics.

The core topic is the Business Environment and consists of: Business in Australia, The Nature and Structure of Business and The Business Enterprise

Option Topics include People, Business and Work, Business and the Global Environment, Business and Finance, Business Law and Government, Business and Technology, Business and Marketing and Business Research Task/Practical Application. People, Business and Work, and Business and Marketing are studied in detail.

### Assessment for Stage 2 Business and Enterprise

In a 20-credit subject, students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Folio	30%
Practical	20%
Issues Study	20%
<b>External Assessment</b>	
Report	30%

### Information on the External Assessment

The external assessment is a Situation Analysis Report to a maximum of 2000 words that outlines the present state of an existing small to medium sized business, that examines aspects such as market, competitors, staff and business structure.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Business and Enterprise are: Knowledge and Understanding, Analysis and Evaluation, Communication and Application.

## CHEMISTRY

The following subjects are offered in Chemistry.

<b>Chemistry</b>			
<b>Subjects</b>	Chemistry A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Chemistry B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Chemistry (Stage 2)	<b>Credits</b>	20 (Full year)

The study of Chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

### Stage 1 - Chemistry A and Chemistry B

Chemistry A and Chemistry B are each one semester, 10-credit subjects. Examples of areas of learning and topics include:

#### Area of Study

Matter  
Reactions  
Carbon Chemistry  
Chemical Calculations  
Skills

#### Topics

Particles and Physical Properties  
Chemical Changes and Equations  
Hydrocarbons and Organic Nomenclature  
Mole Concept and Significant Figures  
Experimental Design and Graphing

### Assessment for Chemistry A and Chemistry B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Chemistry A	Chemistry B
Investigations Folio	40%	40%
Skills and Applications Tasks	60%	60%

## Stage 2 – Chemistry

Stage 2 Chemistry is a 20-credit subject that is organised so that each intended student learning is related to a key chemical idea or concept within four topics. Through the study of these key ideas and concepts students develop their chemistry investigation skills. The topics are:

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

### Assessment for Stage 2 Chemistry

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Investigations Folio	30%
Skills and Applications Tasks	40%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

In the 2 hour examination, students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the four topics and the investigation skills. Students are given a sheet containing a periodic table, standard SI prefixes, and a table showing the relative activities of a number of metals. The examination will be marked by external assessors with reference to performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Chemistry are: Investigation, Analysis and Evaluation, and Knowledge and Application.

## CREATIVE ARTS – MUSICAL

Students who participate in the College Musical can gain 10 credit points at Stage 1 if they complete the assessment items.

The following subjects are offered in Creative Arts - Musical.

<b>Creative Arts – Musical</b>			
<b>Subjects</b>	Creative Arts – Musical (Stage 1)	<b>Credits</b>	10 (Full Year)
	Creative Arts – Musical (Stage 2)	<b>Credits</b>	20 (Full Year)

In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music and the visual arts: art and design.

Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations, installations, in vocal groups or other ensembles.

### Stage 1 - Creative Arts - Musical

Creative Arts – Musical is a full year, 10-credit subject. For this 10-credit course students complete tasks in the following areas of study:

- Creative Arts Process
- Development and Production
- Core Concepts in Arts Disciplines
- Creative Arts in Practice.

### Assessment for Creative Arts – Musical

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Musical
Product – Developmental Process and Product Production	70%
Folio – Script Work, Investigation, Skills Record and Reflective Journals	30%



## Stage 2 - Creative Arts – Musical

NB You CANNOT do both Creative Arts – Musical and Creative Arts – Media at Stage 2.

This subject requires performance experience and a commitment to the audition, after-hours rehearsal and performance in the College Musical. Students also need to be strong, independent workers.

Stage 2 Creative Arts is a 20-credit subject in which students complete tasks in the following areas of study:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

### Assessment Stage 2 Creative Arts - Musical

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Product	50%
Investigation	20%
<b>External Assessment</b>	
Practical Skills	30%

### Information on the External Assessment

The practical skills and evaluation should include documentation that includes up to a maximum of 12 pieces of evidence that best illustrate the key phases of skills development. The evaluation should be up to a maximum of 2000 words if written, or up to 12 minutes for an oral recorded communication.

The practical skills is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Stage 1 Creative Arts are: Knowledge and Understanding, Practical Application, Investigation and Interpretation, and Reflection. At Stage 2 they are: Knowledge and Understanding, Practical Application, Investigation and Analysis, and Evaluation.

## **CREATIVE ARTS – MEDIA**

The following subjects are offered in Creative Arts – Media.

<b>Creative Arts</b>			
<b>Subjects</b>	Creative Arts – Media A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Creative Arts – Media B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Creative Arts – Media (Stage 2)	<b>Credits</b>	20 (Full year)

In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music and the visual arts: art and design.

Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, or concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations, installations, in vocal groups or other ensembles.

### **Stage 1 - Creative Arts – Media A and Creative Arts – Media B**

Creative Arts – Media A and Creative Arts – Media B are each one semester, 10-credit subjects. For each 10-credit course students complete tasks in the following areas of study:

- Creative Arts Process
- Development and Production
- Core Concepts in Arts Disciplines
- Creative Arts in Practice.

### **Assessment for Creative Arts – Media A and Media B**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Creative Arts – Media A	Creative Arts – Media B
Product	40%	40%
Folio	60%	60%

## Stage 2 - Creative Arts – Media

NB You CANNOT do both Creative Arts – Musical and Creative Arts – Media at Stage 2.

Stage 2 Creative Arts is a 20-credit subject in which students complete tasks in the following areas of study:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

### Assessment Stage 2 Creative Arts – Media

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Product	50%
Investigation	20%
<b>External Assessment</b>	
Practical Skills	30%

### Information on the External Assessment

The practical skills and evaluation should include documentation that includes up to a maximum of 12 pieces of evidence that best illustrate the key phases of skills development. The evaluation should be up to a maximum of 2000 words if written, or up to 12 minutes for an oral recorded communication.

The practical skills is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Creative Arts are: Knowledge and Understanding, Practical Application, Investigation and Interpretation, and Reflection. At Stage 2 Reflection is replaced with Evaluation.

## DANCE

The following subjects are offered in Dance.

<b>Dance</b>			
<b>Subjects</b>	Dance A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Dance B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Dance (Stage 2)	<b>Credits</b>	20 (Full year)

Through the study of Dance, students develop a creative, technical and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement.

Students study technique, composition, choreography, performance and critical analysis. Through the analysis of dance theatre performance, students learn about the choreography of local and international dance artists. They have the opportunity to explore a range of global dance traditions, influences and perspectives.

### Stage 1 - Dance A and Dance B

Dance A and Dance B are each one semester, 10-credit subjects that consist of four areas of study:

- Technique
- Composition
- Performance or Presentation
- Written Response - Research and Analysis Tasks.

### Assessment for Dance A and Dance B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Dance A	Dance B
Technique	30%	30%
Composition	20%	20%
Performance	30%	30%
Written Response	20%	20%

## Stage 2 – Dance

Stage 2 Dance is a 20-credit subject that consists of three areas of study:

- Skills Development (Choreography and Technique with folio)
- Dance Perspectives
- Group Production

### Assessment for Stage 2 Dance

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Skills Development	50%
Dance Perspectives - Written Response	20%
<b>External Assessment</b>	
Performance	30%

### Information on the External Assessment

Students are assessed on a dance performance, or an off-stage role, which could include: choreographer, publicity and promotion, stage manager, stage crew, lighting designer, costumer and make-up, sound technician.

Performers are assessed on performance in a group production, with time on stage of approximately 15 minutes. All students must be seen in a solo, duo or trio capacity for at least 1 minute consecutively. This may occur within group choreography.

Students being assessed in an off-stage role must conduct a 10 to 15 minute presentation following the performance.

The group production will be marked by external assessors with reference to the performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Dance are: Knowledge and Understanding, Practical Application, Presentation and Communication, and Analysis and Reflection. At Stage 2, Reflection is replaced with Evaluation.

## **DESIGN AND TECHNOLOGY – Material Products – Wood / Metal**

NOTE: You cannot count both Design and Technology – Material Products (Textiles) and also Design and Technology – Material Products (Wood) in your ATAR score. If you do both subjects only one will be included. Please also note that photographic evidence of work undertaken is a requirement of this course. Students are required to have a photographic device of 7MP or better. This must be compatible with the school system.

The following subjects are offered in Design and Technology – Material Products.

<b>Design and Technology</b>			
<b>Subjects</b>	Material Products A – Wood (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Material Products B – Metal (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Material Products – Wood (Stage 2)	<b>Credits</b>	20 (Full year)

Through the study of Design and Technology, students develop the ability to identify, create, initiate and develop products, processes or systems. Students learn to use tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental and sustainable consequences.

### **Stage 1 - Material Products A and Material Products B**

Material Products A (Wood Based) and Material Products B (Metals Based) are each one semester, 10-credit subjects. In Material Products students use a range of manufacturing technologies such as tools, machines, equipment and/or systems to design and make products with resistant materials. Contexts can include metals, plastics, wood and composites.

#### **Assessment for Material Products A and Material Products B**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Material Products A	Material Products B
Skills and Applications Tasks	30%	30%
Folio	30%	30%
Product	40%	40%

Please note that the Material Products B course in particular utilises a number of dangerous pieces of equipment, which if not used correctly can result in very serious personal injury. A level of maturity is assumed which will greatly reduce this risk; however the risk of injury is always present and as students are required to work unsupervised, serious thought should be given to the appropriateness of this subject for your son or daughter to undertake.

## Stage 2 - Design and Technology – Material Products – Wood

NOTE: You cannot count both Design and Technology – Material Products (Textiles) and Design and Technology – Material Products (Wood) in your ATAR score. If you do both subjects only one will be included.

Stage 2 Design and Technology is a 20-credit subject. In Material Products students use a range of manufacturing technologies, tools, machines, and/or systems to convert resistant timber based materials into useful products. Students will demonstrate knowledge of, and associated skills in timber processes and techniques using a range of resistant materials such as: plastics, plywood and timber.

### Assessment Stage 2 Material Products

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Skills and Applications Tasks	20%
Product	50%
<b>External Assessment</b>	
Folio	30%

### Information on the External Assessment

Students complete an electronic folio that contains documentation of their investigation and planning for their products, processes or systems utilised. The folio consists of two parts:

- Documentation and Analysis of the Design Process for some boat components
- Evaluation of one of the constructed boats

Documentation and Analysis of the Design Process

- Students document investigation and planning skills. When documenting their investigation skills, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

Evaluation of the Realised Product

- Students provide up to 12 pieces of evidence that best illustrate the key design phases of investigating, planning and evaluation. The evidence should include up to a maximum of 2000 words of explanation, analysis and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse and evaluate the process and product could be presented in the form of photographic, electronic or digitally generated materials, sketches, diagrams or annotations. Students should submit their evidence by an electronic means conducive to external assessment. The folio is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Design and Technology – Material Products are: Investigating, Planning, Producing and Evaluating.

## **DESIGN AND TECHNOLOGY – Material Products - Textiles**

NOTE: You cannot count both Design and Technology – Material Products (Textiles) and also Design and Technology – Material Products (Wood) in your ATAR score. If you do both subjects only one will be included. Please also note that photographic evidence of work undertaken is a requirement of this course. Students are required to have a photographic device of 7MP or better. This must be compatible with the school system.

The following subjects are offered in Design and Technology – Material Products - Textiles.

<b>Design and Technology</b>			
<b>Subjects</b>	Material Products A – Textiles (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Material Products B – Textiles (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Material Products – Textiles (Stage 2)	<b>Credits</b>	20 (Full year)

Through the study of Design and Technology, students develop the ability to identify, create, initiate and develop products, processes or systems. Students learn to use tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental and sustainable consequences.

### **Stage 1 - Material Products A and Material Products B**

Material Products A and Material Products B are each one semester, 10-credit subjects.

#### **Assessment for Material Products A and Material Products B**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Material Products A	Material Products B
Skills and Applications Tasks	30%	30%
Folio	40%	40%
Product	30%	30%



## Stage 2 - Design and Technology – Material Products - Textiles

NOTE: You cannot count both Design and Technology – Products (Textiles) and Design and Technology – Material Products (Wood) in your ATAR score. If you do both subjects only one will be included.

Stage 2 Design and Technology is a 20-credit subject. In Material Products students will demonstrate knowledge of, and associated skills in textiles processes and techniques.

### Assessment Stage 2 Material Products

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Skills and Applications Tasks	20%
Product	50%
<b>External Assessment</b>	
Folio	30%

### Information on the External Assessment

Students complete an electronic folio that contains documentation of their investigation and planning for their products, processes or systems utilised. The folio consists of two parts:

- Documentation and Analysis of the Design Process
- Evaluation of one of the items produced

Documentation and Analysis of the Design Process

- Students document investigation and planning skills. When documenting their investigation skills, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

Evaluation of the Realised Product

- Students provide up to 12 pieces of evidence that best illustrate the key design phases of investigating, planning and evaluation. The evidence should include up to a maximum of 2000 words of explanation, analysis and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse and evaluate the process and product could be presented in the form of photographic, electronic or digitally generated materials, sketches, diagrams or annotations. Students should submit their evidence by an electronic means conducive to external assessment. The folio is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Design and Technology – Material Products are: Investigating, Planning, Producing and Evaluating.

## **DIGITAL TECHNOLOGIES**

The following subjects are offered in Digital Technologies.

<b>Digital Technologies</b>			
<b>Subjects</b>	Digital Technologies A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Digital Technologies B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Digital Technologies (Stage 2)	<b>Credits</b>	20 (Full year)

Students investigate existing digital technology systems to discover their nature and components. They develop a range of digital technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of digital technology areas.

### **Stage 1 - Digital Technologies A and Digital Technologies B**

Digital Technologies A and Digital Technologies B are each one semester, 10-credit subjects. Each subject will study two focus areas selected from:

- Focus Area 1: Programming
- Focus Area 2: Advanced Programming
- Focus Area 3: Data Analysis
- Focus Area 4: Exploring Innovations

### **Assessment for Digital Technologies A and Digital Technologies B**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Digital Technologies A	Digital Technologies B
Project Skills Tasks	60%	60%
Digital Solution Task	40%	40%

## Stage 2 - Digital Technologies

Stage 2 Digital Technologies is a 20-credit subject consisting of four focus areas. These are:

- Focus Area 1: Computational Thinking
- Focus Area 2: Design and Programming
- Focus Area 3: Data Analytics
- Focus Area 4: Iterative Project Development

### Assessment for Stage 2 Digital Technologies

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Project Skills	50%
Collaborative Project	20%
<b>External Assessment</b>	
Individual Digital Solutions	30%

### Information on the External Assessment

Students apply iterative project techniques to independently identify, deconstruct, and solve a problem of interest, by creating and evaluating a digital solution or prototype. This task will be marked by external assessors with reference to the performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Information Technology are: Computational Thinking, Development and Evaluation, and Research and Ethics.

## DRAMA

The following subjects are offered in Drama

<b>Drama</b>			
<b>Subjects</b>	Drama A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Drama B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Drama (Stage 2)	<b>Credits</b>	20 (Full year)

In Drama, students participate in the planning, rehearsal and performance of dramatic work. Students participate in creative problem solving; they generate, analyse and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

### Stage 1 - Drama A and Drama B

Drama A and Drama B are each one semester, 10-credit subjects that consist of the following three areas of study.

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

Drama A has a Technical Production focus and Drama B has a Performance focus.

### Assessment for Drama A and Drama B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Drama A	Drama B
Performance	60%	60%
Folio	20%	20%
Investigation and Presentation	20%	20%

## Stage 2 – Drama

Stage 2 Drama is a 20-credit subject consisting of the following four areas of study.

- Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works

### Assessment for Stage 2 Drama

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Group Presentation	20%
Folio	30%
Interpretative Study	20%
<b>External Assessment</b>	
Performance	30%

Students undertake:

- one assessment from the Group Presentation
- at least three assessments from the Folio
- one Interpretative Study Assessment
- one assessment from the Performance

### Information on the External Assessment

Students are involved in either:

- a group performance or presentation, or
- an individual performance or presentation.

#### Group Performance or Presentation

Each student is assessed on either a focused performance (on-stage role) or a presentation (off-stage role). On-stage performers should present a focused performance of between 10 and 15 minutes. Students who work off-stage should spend up to 15 minutes presenting evidence relevant to their specific off-stage role.

#### Individual Performance or Presentation

Students present a performance or presentation of up to 15 minutes, in whatever practitioner role they have chosen, which demonstrates their application of the knowledge and skills they have acquired through their area of study.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Drama are different at Stage 1 and Stage 2. At Stage 1 they are Knowledge and Understanding, Application and Analysis. At Stage 2 they are Knowledge and Understanding, Application, Analysis and Evaluation.

## ECONOMICS

The following subjects are offered in Economics.

<b>Economics</b>			
<b>Subjects</b>	Economics A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Economics B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Economics (Stage 2)	<b>Credits</b>	20 (Full year)

Studying Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral and ethical values. Students research, analyse, evaluate and apply economic models that are expressed in graphic and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

### Stage 1 - Economics A and Economics B

Economics A and Economics B are each one semester, 10-credit subjects. The topics covered in each are as follows;

Economics A - The Economic Problem, Economic Systems, The Market Economy and Market Failures.

Economics B - The Circular Flow of Income, The Determination of Price and Output Levels, Poverty and Inequality, and Inflation and Unemployment

### Assessment for Economics A and Economics B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Economics A	Economics B
Folio	50%	50%
Skills and Applications Tasks	20%	20%
Issues Study	30%	30%

## Stage 2 – Economics

Stage 2 Economics is a 20-credit subject consisting of skills in economics developed in the following five key areas of study:

- Key Area 1: The Economic Problem
- Key Area 2: Microeconomics
- Key Area 3: Macroeconomics
- Key Area 4: Globalisation
- Key Area 5: Poverty and Inequality

### Assessment for Stage 2 Economics

<b>School-based Assessment</b>	<b>Weighting</b>
Folio	40%
Skills and Applications Tasks	30%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

Students undertake a 2-hour examination. The examination is divided into two parts:

Part A consists of multiple-choice, short-answer, response to stimulus, and extended-response questions and draws on the key areas of 1 to 4.

Part B requires students to write an essay from a range of questions that draw on the key areas 3 and 4.

The examination will be marked by external assessors with reference to the performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Economics are: Knowledge and Understanding, Analysis and Evaluation, and Communication.

## ENGLISH

The following subjects are offered in English.

<b>English</b>			
<b>Subjects</b>	English A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	English B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	English (Stage 2)	<b>Credits</b>	20 (Full year)

English focuses on the development of skills, strategies, knowledge and understanding, for a variety of purposes. In English students read a range of texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through the shared study of texts, they have opportunities to exchange and develop ideas, find evidence to support personal views, and learn to construct logical and convincing arguments. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

### Stage 1 – English A and English B

English A and English B are each one semester, 10-credit subjects. For each subject, students are required to respond to texts, create texts and complete an intertextual study.

#### Responding to Texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

#### Creating Texts

Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

#### Intertextual Study

Students reflect on their understanding of intertextuality by:

- Analysing the relationships between texts, or
- Demonstrating how their knowledge of other texts has influenced the creation of their own texts.

### Assessment for English A and English B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	English A	English B
Responding to Texts	20%	20%
Creating Texts	50%	50%
Intertextual Study	30%	30%



## Stage 2 – English

Stage 2 English is a 20-credit subject in which students undertake tasks within the following:

- Responding to Texts
- Creating Texts

### Assessment for Stage 2 English

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Responding to Texts	30%
Creating Texts	40%
<b>External Assessment</b>	
Comparative Analysis	30%

### Information on the External Assessment

In the external assessment students complete a comparative analysis of two texts and evaluate how the themes, language and stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and shape responses and interpretations. This task is a critical essay of a maximum of 2000 words.

Both parts will be marked by external assessors with reference to the performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for English are: Knowledge and Understanding, Analysis, and Application.

## **ENGLISH LITERARY STUDIES**

The following subjects are offered in English Literary Studies.

<b>English Literary Studies</b>			
<b>Subjects</b>	English Literary Studies A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	English Literary Studies B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	English Literary Studies (Stage 2)	<b>Credits</b>	20 (Full year)

English focuses on the development of English skills, strategies, knowledge and understanding, for a variety of purposes. In English Literary Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support personal views, and learn to construct logical and convincing arguments. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

### **Stage 1 – English Literary Studies A and English Literary Studies B**

English Literary Studies A and English Literary Studies B are each one semester, 10-credit subjects. For each subject, students are required to respond to texts, create texts and complete an intertextual study.

#### Responding to Texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

#### Creating Texts

Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

#### Intertextual Study

Students reflect on their understanding of intertextuality by:

- Analysing the relationships between texts, or
- Demonstrating how their knowledge of other texts has influenced the creation of their own texts.

### **Assessment for English Literary Studies A and English Literary Studies B**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	English Literary Studies A	English Literary Studies B
Responding to Texts	50%	50%
Creating Texts	25%	25%
Intertextual Study	25%	25%

## Stage 2 - English Literary Studies

Stage 2 English Literary Studies is a 20-credit subject in which students undertake tasks within the following:

- Responding to Texts
- Creating Texts

### Assessment for Stage 2 English Literary Studies

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Responding to Texts	50%
Creating Texts	20%
<b>External Assessment</b>	
Comparative Text Study	15%
Critical Reading	15%

### Information on the External Assessment

The external assessment is divided into two parts:

- The comparative text study compares one of the texts studied in the shared studies with another text individually chosen by the student. This response is a critical essay of a maximum of 1500 words in which the two texts are discussed in relation to each other.
- The critical reading of one or more short texts is a 90 minute examination developed by the SACE Board.

Both parts will be marked by external assessors with reference to the performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for English Literary Studies are: Knowledge and Understanding, Analysis, and Application.

## ESSENTIAL MATHEMATICS

The following subjects are offered in Essential Mathematics.

<b>Essential Mathematics</b>			
<b>Subjects</b>	Essential Mathematics A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Essential Mathematics B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Essential Mathematics (Stage 2)	<b>Credits</b>	20 (Full year)

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

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

Essential Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

### Stage 1 – Essential Mathematics A and Essential Mathematics B

Essential Mathematics A and Essential Mathematics B are each one semester, 10-credit subjects. Each subject consists of content from three of the following topics:

- Calculations, Time, and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

### Assessment for Essential Mathematics A and Essential Mathematics B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Essential Mathematics A	Essential Mathematics B
Skills and Applications Tasks	40%	40%
Folio	60%	60%

## Stage 2 – Essential Mathematics

Stage 2 Essential Mathematics is a 20-credit subject. Students study five topics listed below.

- Topic 1: Scales, Plans and Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investment and Loans

### Assessment for Stage 2 Essential Mathematics

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Skills and Applications Tasks	30%
Folio	40%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

Students undertake a 2 hour external examination based on topics 2, 4 and 5. The examination will consist of a range of questions, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation.

The examination will be marked by external assessors with reference to performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Essential Mathematics are: Concepts and Techniques, and Reasoning and Communications.

## FRENCH

The following subjects are offered in French.

<b>French</b>			
<b>Subjects</b>	French A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	French B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	French (Stage 2)	<b>Credits</b>	20 (Full year)

The continuers level French is designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In French, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

### Stage 1 - French A and French B

French A and French B are both 10-credit subjects. The subjects consist of three themes and a number of prescribed topics and suggested subtopics. The themes are:

- The Individual
- The French Speaking Communities
- The Changing World

### Assessment for French A and French B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	French A	French B
Interaction	20%	20%
Text Production	20%	20%
Text Analysis	20%	20%
Investigation	40%	40%

## Stage 2 – French

Stage 2 French is a 20-credit subject consisting of three themes and a number of prescribed topics and suggested subtopics. The themes are:

- The Individual
- The French speaking Communities
- The Changing World

### Assessment for Stage 2 French

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Folio	50%
In-depth Study	20%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

The examination consists of an oral and a written examination.

The oral examination will take 10–15 minutes and consists of two sections:

- Section 1: Conversation
- Section 2: Discussion

The written 3 hour examination has three sections:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in French

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for French are: Ideas, Expression, and Interpretation and Reflection

## GENERAL MATHEMATICS

The following subjects are offered in General Mathematics.

<b>General Mathematics</b>			
<b>Subjects</b>	General Mathematics A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	General Mathematics B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	General Mathematics (Stage 2)	<b>Credits</b>	20 (Full year)

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. The topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

General Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

### Stage 1 – General Mathematics A and General Mathematics B

General Mathematics A and General Mathematics B are each one semester, 10-credit subjects. Each subject consists of content from three of the following topics:

- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Networks

### Assessment for General Mathematics A and General Mathematics B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	General Mathematics A	General Mathematics B
Skills and Applications Tasks	60%	60%
Mathematical Investigation	40%	40%



## Stage 2 – General Mathematics

Stage 2 General Mathematics is a 20-credit subject. Students study five topics listed below.

- Topic 1: Modelling with Linear Relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models
- Topic 4: Financial Models
- Topic 5: Discrete Models

### Assessment for Stage 2 General Mathematics

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Skills and Applications Tasks	40%
Mathematical Investigations	30%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

Students undertake a 2 hour external examination based on topics 3, 4 and 5. The examination will consist of a range of questions, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation.

The examination will be marked by external assessors with reference to performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for General Mathematics are: Concepts and Techniques, and Reasoning and Communications.

## GEOGRAPHY

The following subjects are offered in Geography.

<b>Geography</b>			
<b>Subjects</b>	Geography A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Geography B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Geography (Stage 2)	<b>Credits</b>	20 (Full year)

The discipline of Geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture and urban planning.

Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges and constraints of different locations.

### Stage 1 - Geography A and Geography B

There are three themes and seven topics. Geography A and Geography B are each one semester, 10-credit subjects. For each subject students study at least 2 topics from one or two of the themes.

Theme 1: Sustainable Places

- Topic 1: Rural and/or remote places
- Topic 2: Urban places
- Topic 3: Megacities.

Theme 2: Hazards

- Topic 4: Natural Hazards
- Topic 5: Biological and Human Induced Hazards.

Theme 3: Contemporary Issues

- Topic 6: Local Issues
- Topic 7: Global Issues

### Assessment for Geography A and Geography B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Geography A	Geography B
Skills and Applications Tasks (3)	60%	60%
Fieldwork (1)	40%	40%

## Stage 2 – Geography

Stage 2 Geography is a 20-credit subject consisting of the following content:

- the transforming world
- fieldwork.

The transforming world focuses on the following topics, which are organised under the themes of environmental change and social and economic change.

Environmental Change

- Topic 1: Ecosystems and ecological footprints
- Topic 2: Climate change

Social and Economic Change

- Topic 3: Population change
- Topic 4: Globalisation
- Topic 5: Transforming global inequality

All topics should be studied. Topic 1 and Topic 3 are the focus of Part B of the external examination.

Students undertake independent fieldwork on a local topic or issue of personal interest. Fieldwork topics must be independently chosen, have a geographical context, and be posed as a question or hypothesis.

### Assessment for Stage 2 Geography

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Geographical Skills and Applications (4)	40%
Fieldwork Report (1)	30%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

Students undertake one 2 hour written examination consisting of two parts. Part A focuses on geographical skills and Part B focuses on application of skills developed through the study of Topics 1 and 3

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. For Stage 1 and Stage 2 the performance standards for Geography are: Knowledge and Understanding, Analysis and Evaluation, and Application.

## JAPANESE

The following subjects are offered in Japanese.

<b>Japanese</b>			
<b>Subjects</b>	Japanese A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Japanese B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Japanese (Stage 2)	<b>Credits</b>	20 (Full year)

The continuers level Japanese is designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In Japanese, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

### Stage 1 - Japanese A and Japanese B

Japanese A and Japanese B are both 10-credit subjects. The subjects consist of three themes and a number of prescribed topics and suggested subtopics. The themes are:

- The Individual
- The Japanese Speaking Communities
- The Changing World

### Assessment for Japanese A and Japanese B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Japanese A	Japanese B
Interaction	20%	20%
Text Production	20%	20%
Text Analysis	20%	20%
Investigation	40%	40%

## Stage 2 – Japanese

Stage 2 Japanese is a 20-credit subject consisting of three themes and a number of prescribed topics and suggested subtopics. The themes are:

- The Individual
- The Japanese Speaking Communities
- The Changing World

### Assessment for Stage 2 Japanese

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Folio	50%
In-depth Study	20%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

The examination consists of an oral and a written examination.

The oral examination will take 10–15 minutes and consists of two sections:

- Section 1: Conversation
- Section 2: Discussion

The written 3 hour examination has three sections:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in Japanese

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Japanese are: Ideas, Expression and Interpretation and Reflection.

## LEGAL STUDIES

The following subjects are offered in Legal Studies.

<b>Legal Studies</b>			
<b>Subjects</b>	Legal Studies A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Legal Studies B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Legal Studies (Stage 2)	<b>Credits</b>	20 (Full year)

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgements about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

### Stage 1 - Legal Studies A and Legal Studies B

Stage 1 Legal Studies A and Legal Studies B are both 10-credit, semester length subjects. Students examine the Australian legal system. They read, write about, discuss, analyse and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

Each 10-credit subject consists of Topic 1: Law and Society and a minimum of two other topics.

Other topics are chosen from:

Topic 2: People, Structures and Processes

Topic 3: Law-making

Topic 4: Justice and Society

Topic 5: Young People and the Law

Topic 6: Victims and the Law

Topic 7: Motorists and the Law

Topic 8: Young Workers and the Law

Topic 9: Relationships and the Law

### Assessment for Legal Studies A and Legal Studies B

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

	Legal Studies A	Legal Studies B
Folio	50%	50%
Issues Study	25%	25%
Presentation	25%	25%

## Stage 2 - Legal Studies

Stage 2 Legal Studies is a 20-credit subject. Students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government and participation. Students study the following four topics:

- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law-making
- Topic 4: Justice Systems

### Assessment for Stage 2 Legal Studies

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Folio	50%
Inquiry	20%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

The 3 hour examination is divided into two parts:

- Part A: Short Responses
- Part B: Extended Responses

Part A consists of compulsory questions. Students may also be required to respond to short-answer questions, analyse a media article, respond to a stimulus, or analyse a legal process. All topics are examined in this part. In Part B, students answer two questions, including at least one essay question. The examination will be marked by external assessors with reference to the performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Legal Studies are: Knowledge and Understanding, Inquiry, Evaluation and Communication.

## MATHEMATICAL METHODS

The following subjects are offered in Mathematical Methods.

<b>Mathematical Studies</b>			
<b>Subjects</b>	Mathematical Methods A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Mathematical Methods B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Mathematical Methods (Stage 2)	<b>Credits</b>	20 (Full year)

Through the study of Mathematical Methods students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

Mathematical Methods allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

### Stage 1 - Mathematical Methods A and Mathematical Methods B

Mathematical Methods A and Mathematical Methods B are each one semester, 10-credit subjects. Each subject consists of content from at least three of the following topics:

- Functions and Graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus

### Assessment for Mathematical Methods A and Mathematical Methods B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Mathematical Methods A	Mathematical Methods B
Skills and Applications Tasks	60%	60%
Mathematical Investigation	40%	40%



## Stage 2 - Mathematical Methods

Stage 2 Mathematical Methods is a 20-credit subject that consists of the following six topics:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

### Assessment for Stage 2 Mathematical Methods

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Skills and Applications Tasks	50%
Mathematical Investigation	20%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

Students undertake a 3-hour external examination based on the subtopics, key questions and key ideas outlined in the six topics. The examination consists of a range of problems, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation. Some problems may require students to interrelate their knowledge, skills, and understanding from more than one topic. The examination will be marked by external assessors with reference to the performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Mathematical Methods are: Concepts and Techniques, and Reasoning and Communications.

## MODERN HISTORY

The following subjects are offered in Modern History.

<b>History</b>			
<b>Subjects</b>	Modern History A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Modern History B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Modern History (Stage 2)	<b>Credits</b>	20 (Full year)

The Modern History curriculum aims to develop students’:

- capacity to undertake inquiry, including skills in independent research, interpretation using sources and communicating evidence-based arguments
- knowledge and understanding of the past, as well as an appreciation of the origins and influence of ideas, beliefs and values
- analytical thinking using historical concepts including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- capacity and willingness to be active and informed citizens with the skills to participate in social and political debates

### Stage 1 – Modern History A and Modern History B

Modern History explores the world since 1750CE. Modern History A and Modern History B are each one semester, 10-credit subjects in which students study two or more topics. The topics are:

- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 3: Indigenous Peoples
- Topic 4: Social Movements
- Topic 5: Revolution
- Topic 6: Elective

### Assessment for Modern History A and Modern History B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Modern History A	Modern History B
Historical Skills	75%	75%
Historical Study	25%	25%

## Stage 2 - Modern History

Stage 2 Modern History is a 20-credit subject. Students study one topic from ‘Modern Nations’ and one topic from ‘The World since 1945’, selected from the following list of topics:

### Modern Nations

- Topic 1: Australia (1901–1956)
- Topic 2: United States of America (1914 –1945)
- Topic 3: Germany (1918 – 1948)
- Topic 4: The Soviet Union and Russia (1945 – c. 2004)
- Topic 5: Indonesia (1942 – 2005)
- Topic 6: China (1949 – c. 2012)

### The World since 1945

- Topic 7: The Changing World Order (1945 – today)
- Topic 8: Australia’s Relationship with Asia and the South Pacific Region (1945 – today)
- Topic 9: National Self - determination in South - East Asia (1945 – today)
- Topic 10: The Struggle for Peace in the Middle East (1945 – today)
- Topic 11: Challenges to Peace and Security (1945 – today)
- Topic 12: The United Nations and Establishment of a Global Perspective (1945 – today)

### Assessment for Stage 2 Modern History

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Historical Skills	50%
Historical Study	20%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

Students complete a 2 -hour external examination that is divided into two sections:

#### Section 1: Sources Analysis

Students use the skills of historical inquiry to evaluate the origin, reliability, usefulness, limitations, and contestable nature of sources. They analyse, interpret, and synthesise evidence from different types of sources to recognise and evaluate differing perspectives on and interpretations of the past.

#### Section 2: Essay

Students complete an argumentative essay based on the topic they have studied from ‘Modern Nations

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. For Stage 1 and Stage 2 the performance standards for Modern History are: Understanding and Exploration, Application and Evaluation, and Analysis.

## MUSIC

The following subjects are offered in Music. At Stage 2 students need to select subjects from Music Studies, Music Explorations, Music Performance – Ensemble and Music Performance - Solo.

<b>Music</b>			
<b>Subjects</b>	Music A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Music B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Music Studies (Stage 2)	<b>Credits</b>	20 (Full year)
	Music Explorations (Stage 2)	<b>Credits</b>	20 (Full year)
	Music Performance – Ensemble (Stage 2)	<b>Credits</b>	10 (Half year)
	Music Performance - Solo (Stage 2)	<b>Credits</b>	10 (Half year)

Through the study of Music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements. Study and participation in music draws together students' cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

### Stage 1 – Music A and Music B

Music A and Music B are both 10-credit subjects. These programs are designed for students with a substantial background in music. Music programs should provide pathways to the range of Stage 2 music subjects. The programs involve a selection of learning activities that relate to the relevant musical studies. Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Music in Contexts
- Developing Theory and Aural Skills

### Assessment for Music A and Advanced Music B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Music A	Music B
Creative Works	50%	50%
Musical Literacy	50%	50%

### Performance Standards for Stage 1 Music

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Music are: Understanding Music, Creating Music and Responding to Music.

## Stage 2 Music

For Stage 2 Music, students can undertake the following subjects. The subjects are determined by the student after discussions with the teacher.

### Stage 2 – Music Studies

Stage 2 Music Studies is designed to be undertaken as a 20-credit subject. The following areas of study must be covered: Understanding Music, Creating Music and Responding to Music.

#### Assessment for Stage 2 Music Studies

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Creative Works	40%
Music Literacy	30%
<b>External Assessment</b>	
Examination	30%

#### Information on the External Assessment

Students undertake a 2-hour external examination in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways, to:

- deconstruct, analyse, and interpret musical works
- manipulate musical elements
- synthesise and express musical literacy and musical ideas

#### Performance Standards for Stage 2 Music Studies

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Music Studies are: Understanding Music, Creating Music and Responding to Music.

## Stage 2 – Music Explorations

Stage 2 Music Explorations is designed to be undertaken as a 20-credit subject. The following areas of study must be covered: Understanding Music, Creating Music and Responding to Music.

### Assessment for Stage 2 Music Explorations

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Music Literacy	30%
Explorations	40%
<b>External Assessment</b>	
Creative Connections	30%

### Information on the External Assessment

Students undertake one creative connections task in which they synthesise their learning in this subject from their explorations, experimentation and development of their musical literacy skills, to present a final creative work (performance, composition or arrangement) and a discussion of that work.

### Performance Standards for Stage 2 Music Explorations

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Music Studies are: Understanding Music, Exploring and Experimenting with Music, and Responding to Music.

## Stage 2 – Music Performance – Ensemble and/or Solo

Stage 2 Music Performance – Ensemble and/or Solo is designed to be undertaken as a 10-credit subject. The following areas of study must be covered: Understanding Music, Creating Music (Performance) and Responding to Music.

### Assessment for Stage 2 Music Performance – Ensemble and/or Solo

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Performance	30%
Performance and Discussion	40%
<b>External Assessment</b>	
Performance Portfolio	30%

### Information on the External Assessment – Music Performance - Ensemble

Students present an ensemble performance portfolio consisting of:

- an ensemble performance of a musical work or works, and individual evidence of each student's contribution to the ensemble through individual part-testing
- an individual evaluation of their learning journey

### Information on the External Assessment – Music Performance - Solo

Students present a solo performance portfolio consisting of:

- a solo performance of a musical work or works
- an individual evaluation of their learning journey

### Performance Standards for Stage 2 Music Performance – Ensemble and/or Solo

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Music Performance – Ensemble and/or Solo are: Understanding Music, Performing Music, and Responding to Music.

## NUTRITION

The following subjects are offered in Nutrition.

<b>Nutrition</b>			
<b>Subjects</b>	Nutrition A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Nutrition B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Nutrition (Stage 2)	<b>Credits</b>	20 (Full year)

Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health and diet-related diseases.

Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous and global concerns and associated issues. They investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

### Stage 1 - Nutrition A and Nutrition B

Nutrition A and Nutrition B are each one semester, 10-credit subjects. For each subject, students undertake the study of three topics. The topics for study include:

- Macro and Micro Nutrients
- Fresh versus Processed Foods
- Australian Dietary Guidelines and Nutrition in the Lifecycle
- Psychology of Food Marketing
- Indigenous Australians: Food Changes from the Traditional to the Contemporary
- Contaminated Food
- Safe Food Handling
- Organic Food versus Genetically Modified Food
- Sustainable Food Futures
- Water

### Assessment for Nutrition A and Nutrition B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Nutrition A	Nutrition B
Investigations Folio	50%	50%
Skills and Applications Tasks	50%	50%



## Stage 2 – Nutrition

Stage 2 Nutrition is a 20-credit subject with students undertaking the study of four core topics and one option topic.

### Core Topics

- Core Topic 1: The Fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition and the Consumer

### Option Topics

- Option Topic 1: Global Nutrition and Ecological Sustainability
- Option Topic 2: Global Hunger

### Assessment for Stage 2 Nutrition

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Investigations Folio	40%
Skills and Applications Tasks	30%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

Students undertake a 2 hour external examination, which is divided into two parts. Part 1 consists of short-answer and analytical questions that enable students to apply their learning in a variety of contexts related to the core topics and investigation skills. In Part 2 students choose one extended-response question, which is related to the option topics. The examination will be marked by external assessors with reference to performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Nutrition are: Investigation, Analysis and Evaluation, Application, Knowledge and Understanding.

## **OUTDOOR EDUCATION**

The following subjects are offered in Outdoor Education.

<b>Outdoor Education</b>			
<b>Subjects</b>	Leadership Camp (Stage 1)	<b>Credits</b>	10 (mid year holidays)
	Outdoor Education (Stage 2)	<b>Credits</b>	10 (Full year)

Students who complete the Leadership Camp and submit the report will qualify to receive 10 credits at Stage 1 level. Students who attend the camp but fail to submit the final camp report will not receive the credit points.

### Assessment for Outdoor Education – Leadership Camp

Assessment for the Leadership Camp is school based. Students demonstrate evidence of their learning through the following assessment types:

	Outdoor Education
Practical – Abseil & Bushwalking	50%
Folio – Communication	20%
Report – Leadership Course Report	30%

## Stage 2 - Outdoor Education

### NOTE:

You cannot do this and a VET subject at the same time as the outdoor journeys will be held, if possible, during the VET placement weeks. This is a Stage 2 subject offered to Year 11 students who have participated in the both the Year 9 Endeavour and Year 10 Mittagundi Camps. They are also expected to participate in the Year 11 Leadership Camp.

This subject will require some extended absences from Year 11 classes. Students will be expected to catch-up on or complete prior to departure any missed class work and assessment tasks. It is also highly likely that this would involve up to two interstate trips, attracting expenses above the normal school fees.

Stage 2 Outdoor Education is a 10-credit subject consisting of the following topics:

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self-reliant Expedition

### Assessment for Stage 2 Outdoor Education

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Folio	20%
Group Practical – Two outdoor journeys	50%
<b>External Assessment</b>	
Investigation	30%

### Information on the External Assessment

Students undertake an investigation based on their study of an environmental issue or experience that is related to the group practical or individual practical or to their own experiences of outdoor activities, and present a written report. The report will be a maximum of 1000 words.

### Performance Standards for Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Outdoor Education are: Practical Knowledge and Skills, Investigation and Critical Analysis, Reflection and Evaluation, and Communication.

## PHILOSOPHY

The following subjects are offered in Philosophy.

<b>Philosophy</b>			
<b>Subjects</b>	Philosophy A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Philosophy B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Philosophy (Stage 2)	<b>Credits</b>	20 (Full year)

In this subject students learn that Philosophy is part of life: it shapes the way people think, what they consider to be of value, what they take as being the truth, and how they engage with others and the world around them. Philosophy involves the rational investigation of questions about existence, knowledge and ethics. Investigation of these questions requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

### Stage 1 - Philosophy A and Philosophy B

Philosophy A and Philosophy B are each one semester, 10-credit subjects. Both these subjects consist of the following three areas:

- Folio  
For each subject, students complete at least two folio tasks that provide students with opportunities to develop philosophical inquiry skills.
- Issues Analysis  
For each subject, students will complete one issues analysis. This will be a guided ethical issues study.
- Issues Study  
For each subject, students will complete one issues study. This will be a student negotiated study of a philosophical issue.

### Assessment for Philosophy A and Philosophy B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Philosophy A	Philosophy B
Folio	50%	50%
Issues Analysis	25%	25%
Issues Study	25%	25%

## Stage 2 – Philosophy

Stage 2 Philosophy is a 20-credit subject consisting of two sections:

- Philosophy Inquiry Skills
- Key Areas of Philosophical Study

The three key areas for study are ethics, epistemology and metaphysics. Students undertake an in-depth study of one topic from each key area.

### Assessment for Stage 2 Philosophy

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Argument Analysis	25%
Issues Analysis	45%
<b>External Assessment</b>	
Issues Study	30%

### Information on the External Assessment

Students undertake one issues study. They examine a philosophical issue from any one of the key areas, choosing the issue in negotiation with their teacher. The issues study is to be presented in written form but does not need to be in an essay format. It should be a maximum of 2000 words.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Philosophy are: Knowledge and Understanding, Reasoning and Argument, Critical Analysis and Communication.

## PHYSICAL EDUCATION

The following subjects are offered in Physical Education.

<b>Physical Education</b>			
<b>Subjects</b>	Physical Education A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Physical Education B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Physical Education (Stage 2)	<b>Credits</b>	20 (Full year)

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health and lifestyle issues. They develop skills in communication, investigation and the ability to apply knowledge to practical situations.

### Stage 1 - Physical Education A and Physical Education B

Physical Education A and Physical Education B are each one semester, 10-credit subjects. Both these subjects consist of the following two areas:

- Practical Skills and Application  
For each subject, students complete two or three practicals.
- Principles and Issues  
This area consists of two types of study: The Nature of Physical Activity and Issues Analysis

The Nature of Physical Activity involves an experimental, analytical approach to physical activity and well-being. In Issues Analysis students analyse issues that are relevant to local, national or global communities through topics of interest to them.

### Assessment for Physical Education A and Physical Education B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Physical Education A	Physical Education B
Practical	50%	50%
Folio	50%	50%

## Stage 2 - Physical Education

Stage 2 Physical Education is a 20-credit subject consisting of two key areas of study and related key concepts:

- Practical Skills and Applications
- Principles and Issues

### Practical Skills and Applications

Students complete at least three practicals that are balanced across a range of individual, fitness, team, racket, aquatic and outdoor activities and that cater for the different skills, interests of the students.

Principles and Issues (consists of the following three topics)

- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis

### Assessment for Stage 2 Physical Education

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Practical	50%
Folio	20%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

Students undertake a 2 hour external examination, consisting of short-answer and extended-response questions. The examination covers the content of the 'Exercise Physiology and Physical Activity' and 'The Acquisition of Skills and the Biomechanics of Movement' topics. The examination will be marked by external assessors with reference to the performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Physical Education are: Knowledge and Understanding, Practical Skills Application, Initiative and Collaboration, and Analysis and Reflection.

## PHYSICS

The following subjects are offered in Physics.

<b>Physics</b>			
<b>Subjects</b>	Physics A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Physics B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Physics (Stage 2)	<b>Credits</b>	20 (Full year)

The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

### Stage 1 - Physics A and Physics B

Physics A and Physics B are each one semester, 10-credit subjects. Examples of areas of study with possible topics and applications include:

#### Area of Study

#### Topics and Applications

Waves

Sound and light  
CD, DVD and Blu-ray technology

Motion

Car Safety

Electricity and magnetism

DC circuits  
Wind farms and solar cells

2D Motion

Satellites and planet orbits  
Banking on corners

### Assessment for Physics A and Physics B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Physics A	Physics B
Investigations Folio	50%	50%
Skills and Applications Tasks	50%	50%



## Stage 2 – Physics

Stage 2 Physics is a 20-credit subject organised into three topics. The three topics are; Motion and Relativity, Electricity and Magnetism, and Light and Atoms.

### Assessment for Stage 2 Physics

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Investigations Folio	30%
Skills and Applications Tasks	40%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

Students undertake a 2-hour written examination consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response and graphical interpretation. Questions will cover all topics, including the applications and experimental skills, and some may require students to integrate their knowledge from a number of topics. The examination will be marked by external assessors with reference to performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Physics are: Investigation, Analysis and Evaluation, and Knowledge and Application.

## PSYCHOLOGY

The following subjects are offered in Psychology.

<b>Psychology</b>			
<b>Subjects</b>	Psychology A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Psychology B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Psychology (Stage 2)	<b>Credits</b>	20 (Full year)

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

### Stage 1 - Psychology A and Psychology B

Psychology A and Psychology B are each one semester, 10-credit subjects. Each subject consists of the compulsory topic, Introduction to Psychology, and two option topics. The option topics include;

- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion

### Assessment for Psychology A and Psychology B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Psychology A	Psychology B
Investigations Folio	50%	50%
Skills and Applications Tasks	50%	50%

## Stage 2 – Psychology

Stage 2 Psychology is 20-credit subject consisting of the following topics:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

### Assessment for Stage 2 Psychology

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Investigations Folio	30%
Skills and Applications Tasks	40%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

Students undertake a 2 hour external examination. The examination consists of short-answer and extended-response questions. The examination will be marked by external assessors with reference to performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Psychology are: Investigation, Analysis and Evaluation, Application, and Knowledge and Understanding.

## SPECIALIST MATHEMATICS

The following subjects are offered in Specialist Mathematics.

<b>Specialist Mathematics</b>			
<b>Subject Outline</b>	Specialist Mathematics A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Specialist Mathematics B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Specialist Mathematics (Stage 2)	<b>Credits</b>	20 (Full year)

Through the study of Specialist Mathematics students gain the insight, understanding, knowledge and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

Specialist Mathematics is designed to be taken in conjunction with Mathematical Methods.

### Stage 1 - Specialist Mathematics A and Specialist Mathematics B

Specialist Mathematics A and Specialist Mathematics B are each one semester, 10-credit subjects. Each subject consists of content from at least three of the following topics:

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers

### Assessment for Specialist Mathematics A and Specialist Mathematics B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Specialist Mathematics A	Specialist Mathematics B
Skills and Applications Tasks	60%	60%
Mathematical Investigation	40%	40%

## Stage 2 - Specialist Mathematics

Stage 2 Specialist Mathematics is a 20-credit subject that consists of the following five topics:

- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications
- Topic 6: Rates of Change and Differential Equations

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

### Assessment for Stage 2 Specialist Mathematics

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Skills and Applications Tasks	50%
Mathematical Investigation	20%
<b>External Assessment</b>	
Examination	30%

### Information on the External Assessment

Students undertake a 3-hour external examination based on the subtopics, key questions and key ideas outlined in the six topics. The examination consists of a range of problems, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation. Some problems may require students to interrelate their knowledge, skills, and understanding from more than one topic. The examination will be marked by external assessors with reference to the performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Specialist Mathematics are: Concepts and Technique, and Reasoning and Communication.

## VISUAL ARTS – ART

The following subjects are offered in Visual Arts.

<b>Visual Arts</b>			
<b>Subjects</b>	Visual Arts – Art A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Visual Arts – Art B (stage 1)	<b>Credits</b>	10 (Semester 2)
	Visual Arts – Art (Stage 2)	<b>Credits</b>	20 (Full year)

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

### Stage 1 - Visual Arts - Art A and Visual Arts - Art B

Visual Arts – Art A and Visual Arts - Art B are each one semester, 10-credit subjects. In each subject the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Assessment for Visual Arts - Art A and Visual Arts - Art B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Visual Arts – Art A	Visual Arts – Art B
Folio	30%	30%
Practical	30%	30%
Visual Study	40%	40%

## Stage 2 - Visual Arts

Stage 2 Visual Arts is a 20-credit subject. The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Assessment for Stage 2 Visual Arts

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Folio	40%
Practical	30%
<b>External Assessment</b>	
Visual Study	30%

### Information on the External Assessment

A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

Students are to provide an A4 folio or CD or DVD with photographs of their visual explorations. Audiovisual electronic format may be necessary if the study idea is a practical application in three dimensions, for example, model making, sculpture, installation, performance or body art. The A4 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis and conclusions.

Students submit no more than twenty A3 pages (or equivalent) of practical study, integrated with no more than 2000 words. The visual study is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Visual Arts are different at Stage 1 and Stage 2. At Stage 1 they are: Practical Application, Knowledge and Understanding, Analysis and Response. At Stage 2 they are: Practical Application, Knowledge and Understanding, Analysis and Synthesis, Inquiry and Exploration.





**EMPLOYMENT PATHWAY  
SUBJECTS**

**STAGE 1 (YEAR 11) 2018**

**AND**

**STAGE 2 (YEAR 12) 2019**

**SUBJECT DESCRIPTIONS**

## **GENERAL INFORMATION**

Students following the Employment Pathway will receive a Northern Territory Certificate of Education and Training (NTCET). They will not receive an Australian Tertiary Admissions Rank (ATAR). The aim of the Employment Pathway is to ensure that those students following this pathway continue with their apprenticeship or move into some other form of full time employment at the end of Year 12.

The Employment Pathway is designed for students who have no intention of going to university immediately after leaving school and those who wish to undertake a school based apprenticeship. Students will be eligible for any TAFE course throughout Australia. At the age of 21 students will be eligible for mature age entry into university.

It is expected that this pathway will suit a small proportion of the school population.

Students following this pathway will undertake a predetermined group of subjects. These will include:

- Essential English
- Essential Mathematics at Stage 1 only
- Workplace Practices
- A number of Integrated Learning Courses
- A minimum of one VET course

The courses are outlined on the following pages.

## ESSENTIAL MATHEMATICS

The following subjects are offered in Essential Mathematics.

<b>Essential Mathematics</b>			
<b>Subjects</b>	Essential Mathematics A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Essential Mathematics B (Stage 1)	<b>Credits</b>	10 (Semester 2)

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

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

Essential Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

### Stage 1 – Essential Mathematics A and Essential Mathematics B

Essential Mathematics A and Essential Mathematics B are each one semester, 10-credit subjects. Each subject consists of content from three of the following topics:

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

### Assessment for Essential Mathematics A and Essential Mathematics B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Essential Mathematics A	Essential Mathematics B
Skills and Applications Tasks	40%	40%
Folio	60%	60%

### Performance Standards for Stage 1

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Essential Mathematics are: Concepts and Techniques, and Reasoning and Communications.

## ESSENTIAL ENGLISH

The following subjects are offered in Essential English.

<b>Essential English</b>			
<b>Subjects</b>	Essential English A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Essential English B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Essential English (Stage 2)	<b>Credits</b>	20 (Full year)

Essential English focuses on the development of skills, strategies, knowledge and understanding, for a limited variety of purposes. In Essential English students read some short texts. They read texts from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies needed to interpret texts. Through shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support personal views, and learn to construct convincing arguments. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

### Stage 1 – Essential English A and Essential English B

Essential English A and Essential English B are each one semester, 10-credit subjects. For each subject, students are required to respond to texts and create texts.

#### Responding to Texts

Students explore texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

#### Creating Texts

Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

### Assessment for Essential English A and Essential English B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Essential English A	Essential English B
Responding to Texts	50%	50%
Creating Texts	50%	50%

## Stage 2 – Essential English

Stage 2 Essential English is a 20-credit subject in which students undertake tasks within the following:

- Responding to Texts
- Creating Texts
- Language Study

### Assessment for Stage 2 Essential English

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Responding to Texts	30%
Creating Texts	40%
<b>External Assessment</b>	
Language Study	30%

### Information on the External Assessment

In the external assessment students complete an independent language report. The focus of study is an understanding of the use of spoken and/or written language by people in a chosen local, national, or international context, which may be accessed in person or online. This can be a written task of a maximum of 1500 words, an oral of 8 minutes or the equivalent in a multimodal form.

The task will be marked by external assessors with reference to the performance standards.

### Performance Standards for Stage 1 and Stage 2

The school-based assessments and the external assessment will be marked with reference to the performance standards. The performance standards for Essential English are: Communication, Comprehension, Analysis, and Application.

## WORKPLACE PRACTICES

Workplace Practices will be undertaken at both Stage 1 and Stage 2. The following subjects are compulsory under the Employment Pathway.

<b>Workplace Practice</b>			
<b>Subjects</b>	Workplace Practices A (Stage 1)	<b>Credits</b>	10 (Semester 1)
	Workplace Practice B (Stage 1)	<b>Credits</b>	10 (Semester 2)
	Workplace Practice (Stage 2)	<b>Credits</b>	20 (Full year)

At Stage 1 and Stage 2, Workplace Practices has three areas of study. These are:

- Industry and Work Knowledge
- Vocational Learning
- VET

The program will include Industry and Work Knowledge as well as Vocational Learning and/or VET

The focus capabilities for this subject are: Communication, Citizenship, Work, Learning and Personal Development.

### Stage 1 – Workplace Practices A and Workplace Practices B

Workplace Practices A and Workplace Practices B are each one semester, 10-credit subjects. In each subject students will undertake a study of Industry and Work Knowledge. The topics covered will be:

- Future Trends in the World of Work
- The Value of Unpaid Work to Society
- Workers' Rights and Responsibilities
- Career Planning and Goal Setting
- Enterprising People

To complete the Vocational Learning aspect of the course students will undertake one or more of the following:

- Casual or part-time employment
- Work experience
- Voluntary participation in a community organisation or project

### Assessment for Workplace Practices A and Workplace Practices B

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

	Workplace Practices A	Workplace Practices B
Folio	40%	40%
Performance	30%	30%
Reflection	30%	30%

### Performance Standards for Stage 1 Workplace Practices

The school-based assessments and the external assessment will be marked in accordance with the performance standards. The performance standards for Workplace Practices at Stage 1 are: Knowledge and Understanding, Application, Interaction and Communication, and Reflection.

## Stage 2 – Workplace Practices

Stage 2 Workplace Practices will consist of one, 20-credit subjects. In this subject students will undertake a study of Industry and Work Knowledge. The topics covered will be:

- Work in Australian Society
- The Changing Nature of Work
- Industrial Relations
- Finding Employment

To complete the Vocational Learning aspect of the course students will undertake one or more of the following:

- Casual or part-time employment
- A student business or project based enterprise
- Work experience
- Worksite visits
- Voluntary participation in a community organisation or project
- Events coordination or management at school or in the community

### Assessment for Stage 2 Workplace Practices

Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	<b>Weighting</b>
Folio	25%
Performance	25%
Reflection	20%
<b>External Assessment</b>	
Investigation	30%

### Information on the External Assessment

Students may undertake either a practical investigation or an issues investigation for this subject. The investigation should be a maximum of 2000 words, if written; or a maximum of 6 minutes, if oral.

### Performance Standards for Stage 2 Workplace Practices

The school-based assessments and the external assessment will be marked in accordance with the performance standards. The performance standards for Workplace Practices at Stage 2 are: Knowledge and Understanding, Application, Investigation and Analysis, and Reflection and Evaluation.

## **INTEGRATED LEARNING**

Integrated Learning may be undertaken at both Stage 1 and Stage 2. Students following the Employment Pathway could undertake two Integrated Learning Courses each semester. Each course will be worth 10 credits.

Each Integrated Learning course has:

- A program focus and
- One or more key areas of study

The “Program Focus” could include things such as:

- Art/Music activities
- Agricultural program
- Career related programs
- Civics and citizenship activities
- Community service
- Construction projects
- Cultural programs
- Environmental endeavours
- Film making
- Fitness and physical activity
- Global youth programs
- Health and lifestyle programs
- Indigenous enterprise
- Integrated health and well-being programs
- Local history projects
- Mechanical projects
- Outdoor activities
- Peer support programs
- Performing arts programs
- Personal development programs
- Science/Environmental projects
- Social action programs
- Sports/Coaching programs
- Study skills
- Technological enterprises
- Writing and authorship

The key areas of study are:

- Learning
- Citizenship
- Personal Development
- Work
- Communication

The courses are divided into Integrated Learning I covering: Learning, Citizenship and Personal development, and Integrated Learning II covering: Learning, Work and Communication.



### Assessment for Stage 1 Integrated Learning and Stage 2 Integrated Learning

Assessment at Stage 1 is school based. At Stage 2 the students will have some school based assessment and an external assessment. Students demonstrate evidence of their learning through the following assessment types:

	Stage 1 – Integrated Learning	Stage 2 – Integrated Learning
Practical	40%	30%
Group Activity	30%	20%
Folio and Discussion	30%	20%
External Assessment – Project	-----	30%

### Performance Standards for Stage 1 and Stage 2 Integrated Learning

The school-based assessments and the external assessment will be marked in accordance with the performance standards. The performance standards for Integrated Learning at Stage 1 are: Application, Investigation, Communication and Collaboration, Reflection, and Understanding. At Stage 2 the performance standards are: Application, Investigation and Analysis, Communication and Collaboration, Evaluation and Reflection, and Understanding.