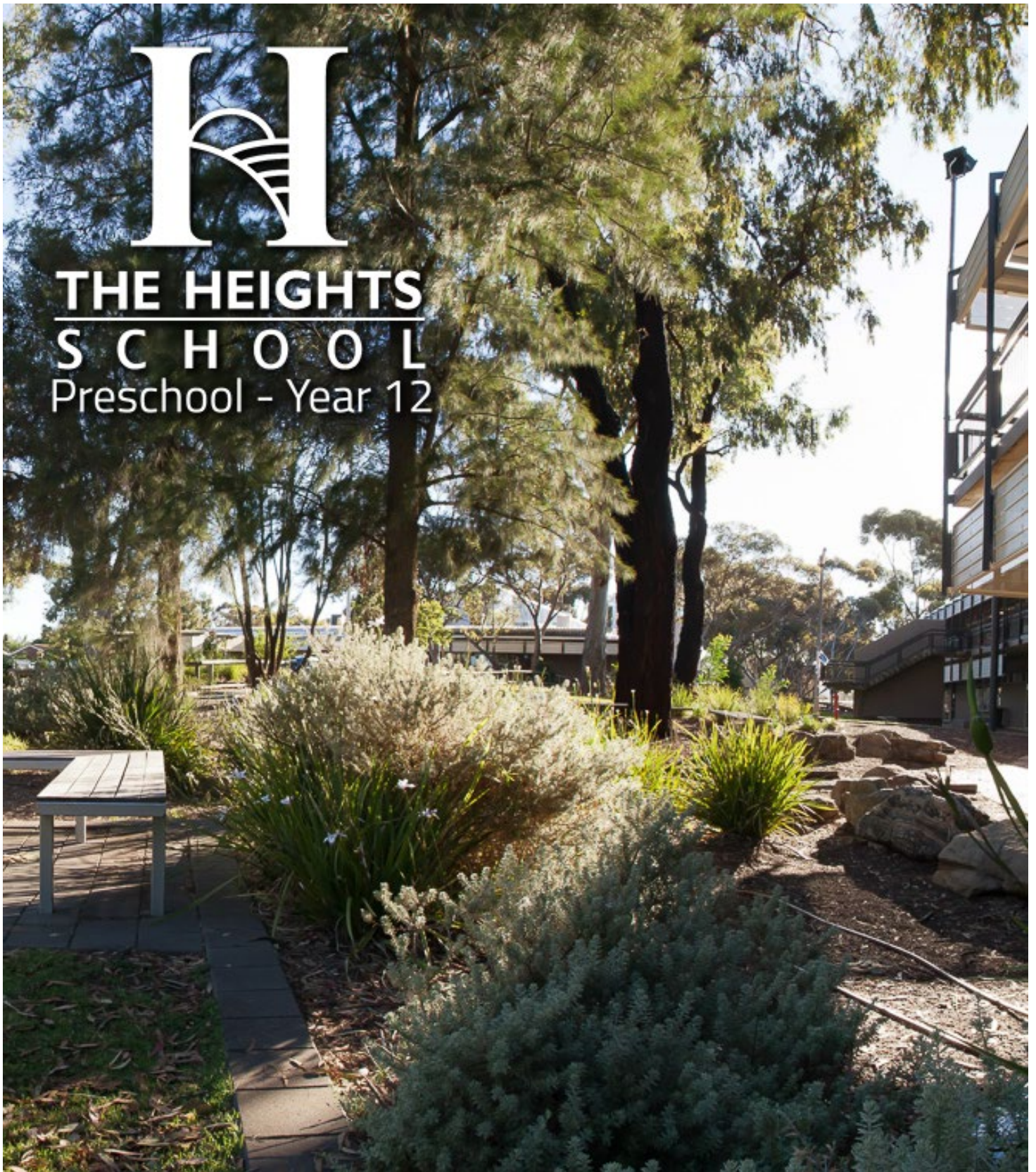




THE HEIGHTS
SCHOOL
Preschool - Year 12



Curriculum Handbook 2023

Year 12 - SACE Stage 2



Government of South Australia
Department for Education

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a program for gifted and talented children

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To achieve the SACE (South Australian Certificate of Education) students will need to:

- *Complete the Research Project at a C- grade or better*
- *Achieve a C grade or better in a minimum of 3 Stage 2 (20 credit subjects) and have a total of 200 credits across all areas of the SACE*
- *Completed in Year 11, the literacy and numeracy compulsory requirements of Stage 1 at a C grade or better*
- *Completed in Year 10, compulsory requirement of PLP at a C grade or better*

To gain an ATAR (Australian Tertiary Admissions Rank) students will need to:

- *Complete a minimum of 90 Stage 2 credits (including 3 full year subjects)*
- *The 90 credits includes 10 credits of Research Project*

STAGE 2 SUBJECT OFFERINGS

Arts	
Creative Arts – Design, Media or Photography	20 Credits
Drama – full year	20 Credits
Music	20 Credits
Visual Art	20 Credits
English	
English Literary Studies	20 Credits
English	20 Credits
English as an Additional Language [EAL]	20 Credits
Essential English	20 Credits
Health & Physical Education	
Child Studies	20 Credits
Food and Hospitality	20 Credits
Integrated Learning Physical Education focus	20 Credits
Health & Wellbeing	20 Credits
Physical Education	20 Credits
Humanities & Social Sciences	
Legal Studies	20 Credits
Modern History	20 Credits
Society and Culture	20 Credits
Mathematics	
Essential Mathematics	20 Credits
General Mathematics	20 Credits
Mathematical Methods	20 Credits
Specialist Mathematics	20 Credits
Science	
Biology	20 Credits
Chemistry	20 Credits
Physics	20 Credits
Psychology	20 Credits
Technologies	
CAD/CAM [Digital Communication Solutions] (Design)	20 Credits
Furniture Construction (Material Solutions)	20 Credits
Metal Technology (Industry and Entrepreneurial Solutions)	20 Credits
Digital Technology	20 Credits
Cross Disciplinary Learning Area	
Community Studies: NOT Eligible for an ATAR	20 Credits
Workplace Practices (must be doing VET or have a casual job)	20 Credits

Arts

Contact: Beth Sztekel

Arts

Length: Full Year (20 SACE credits)

Recommended Background

No prerequisites. Advantage: Satisfactory completion of a Year 10 and /or Year 11 Arts subject.

Course Description

Stage 2 Creative Arts provides the opportunity for students to negotiate and participate in the development and presentation of Creative Arts products from across the range of arts disciplines, catering for differing interests across the arts. The following list describes the range of product forms that students might select, together with prior experience that will be an advantage to students in each:

- fashion design and/or construction of fashion items including clothing, footwear etc. (Advantage: Child Studies, or textiles experience)
- craft projects (Advantage: Child Studies, or textiles experience)
- make up design/ special effects makeup etc. (Advantage: Drama experience)
- set design/ props for theatre or film (Advantage: Drama experience)
- environmental design, including architecture, interior design, landscape design etc.
- product design, including packaging design, furniture design etc. (Advantage: Visual Arts, Design, CAD, and/or Woodwork experience)
- photographic displays (Advantage: DSLR experience)
- artworks, public art, installations (Advantage: Visual Art experience)
- digital music mixing, including Sibelius and Mixcraft etc. (Advantage: Music experience)
- advertising campaigns including tv, print, web etc. (Advantage: Graphic Design experience)
- graphic design including logos, letterheads, business cards, promotional products etc. (Advantage: Graphic Design experience)
- film/video: documentary, narrative (storytelling), music video clips, local tourism, community events (Advantage: Digital Media experience)
- graphic novels, comic strips for print or digital (Advantage: Digital Media experience)
- illustrated children’s books for print or digital (Advantage: Digital Media experience)
- gaming production including; 3D, 2D, PC, android, iOS etc.(Advantage: Digital Media experience)
- animation, including digital, stop motion and Claymation. (Advantage: Digital Media experience)
- websites for business, personal, virtual art galleries, museums etc. (Advantage: Digital Media experience).

Assessment

Students’ performance will be determined according to the subject’s Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Products (50%) - 2 products at 25% each (including a folio of preparatory supporting work for each)
- Investigation (20%) - 1 investigation at 20% (or two investigations at 10% each if required).

External Assessment:

- Practical Skills Folio (30%).

Drama

Length: Full Year (20 SACE credits)

Recommended Background

Satisfactory completion of Stage 1 Drama.

Course Description

In Stage 2 Drama, students are supported to develop their creativity, collaboration, critical thinking and communication skills. Students will engage in learning as practising dramatic artists. They learn to think and act as artists, and to develop as cultural leaders and creative entrepreneurs.

Students will be supported to develop their leadership of public discussion by communicating a range of meaningful viewpoints and by learning the skills and processes required to present these viewpoints in innovative and engaging ways.

Students work individually and collaboratively as they engage in practical and theoretical study. In creating a drama production students may, for example, study the elements of drama and the style of a particular exponent or theorist. Students will learn to adopt individual roles from a variety of options within the dramatic fields of theatre and/or screen, for example concentrating on a particular genre and how it can be adapted in different ways to different audiences.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Group Production (40%)
- Evaluation and Creativity (30%).

External assessment:

- Creative Presentation (30%).

Music

Length: Full Year (Music Explorations/Music Studies: 20 SACE credits. Ensemble/Solo Performance 10 credits)

Recommended Background

Successful completion of two semesters of Stage 1 Music.

Any Solo, Ensemble or Explorations students (studying performance/technique focus) MUST own or hire an instrument (\$50.00 per term) and MUST attend a 30min Instrumental Music lesson (or be accessing private tuition) as part of this course (with the exception of a technology focus). (Please note that piano tuition is not available through Instrumental Music Service in-school, lessons will need to be accessed externally).

Course Description

Year 12 Music can be undertaken through a variety of Stage 2 courses.

Students are encouraged to choose either Music Explorations or Music Studies depending on their theoretical knowledge and ability. Solo Performance and Ensemble Performance are offered as supplementary courses as addition credits; or as options for 'offline' students to undertake Music at Year 12.

The classroom course content will focus around developing students understanding of the musical elements in the styles of Jazz, Blues & Popular music genres; and performing as part of a classroom ensemble within those styles on their chosen instrument.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Assessment of Stage 2 Music Explorations

School-based Assessment:

- Music Literacy (30%): Lead Sheet Melody Composition & Composer's Statement, Comparative Analysis of the same piece in two contrasting styles and Live Performance Review
- Explorations (40%): Portfolio of short performances, compositions or musical products. Commentary in a multimodal form of up to 6 minutes.

External assessment:

- Creative Connections (30%): Performance (6-8 minutes), or Composition/Arrangement (3-4 minutes) and Discussion and Analysis of creative work (7 minutes).

Assessment of Stage 2 Music Studies

School-based Assessment:

- Creative Works (40%): Ensemble or Solo Performance (10-12 min) and Creator's Statement (750 words)
- Musical Literacy (30%): Jazz Contrafact Analysis, Dave Brubeck Quartet 'Time Out' Analysis, use of Folk Songs in Classical Music.

External assessment:

- Examination (30%): Theory, aural and harmony skills.

Assessment of Ensemble Performance or Solo Performance

School-based Assessment:

- Performance 1 (30%): Live audience (6-8 min)
- Performance 2 and Discussion (40%): Live audience (6-8 min) and discussion of musical works and development (800 words).

External assessment:

- Performance Portfolio (30%): Live audience (6-8 min) and evaluation of learning (500 words).

Visual Art - Art

Length: Full Year (20 SACE credits)

Recommended Background

No prerequisites. Satisfactory completion of a Stage 1 Visual Arts subject is highly recommended.

*Select Creative Arts Design as a backup preference.

Course Description

Area of Study 1: Visual Thinking (Folio)

Students record their inspirations, influences and ideas. The teacher assists students to develop a personal visual aesthetic through exposure to many forms and ideas in the visual arts.

Students demonstrate the use of a variety of media and techniques as they develop and refine their ideas, working towards a resolved work of art. This means using drawings, sketches and media experiments, accompanied by written annotations to document the thinking.

Area of Study 2: Practical Resolution (The Practical including a Practitioner's Statement)

Finished art works could take the form of a painting or drawing but could also include more diverse products such as video, installation, assemblage, digital imaging, mixed media, printmaking, photography, sculpture, ceramics, or textiles. Students provide an explanation of their intended meaning and evaluation of their own work through a Practitioner's Statement.

Area of Study 3: Visual Study

Students develop an idea for a visual study that:

- answers a question about a practical application
- explores and / or experiments with concepts, ideas
- media, materials, techniques and / or technologies
- supports or refutes a visual art in practice statement.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

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

External Assessment:

- Visual Study (30%): Students submit no more than twenty A3 pages (or equivalent) of visual study, integrated with a maximum of 2000 words of written text.

English

Contact: **Bridget Roberts**

English

Length: Full Year (20 SACE credits)

Recommended Background

Grade C or higher in Stage 1 English, or by teacher recommendation.

Course Description

Stage 2 English focuses on the development of three components:

- **Creating Texts:** Students create three texts for different purposes and create an accompanying writer's statement. They learn to create texts for a range of imagined and real-world audiences, purposes and contexts such as a narrative, TED Talk, feature article, podcast, interview or theatre review
- **Responding to Texts:** Students create three analytical responses to texts studied in class. The texts may include: novel, film, drama or poetry
- **Comparative Analysis:** Students complete a comparative analysis of two independently chosen texts. With the support of their teacher, they analyse two chosen texts and develop a comparative response.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based assessment:

- Creating Texts (40%)
- Responding to Texts (30%)
- External assessment:
- Comparative Analysis (30%).

Note: Students may incur costs for excursions and performances that support learning within this subject. For example, an excursion to the State Theatre Company may be part of the Stage 2 English course.

English Literary Studies

Length: Full Year (20 SACE credits)

Recommended Background

B grade or higher in Stage 1 English Literary Studies and /or teacher recommendation.

Course Description

Stage 2 Literary Studies focuses on the development of three components:

- **Responding to Texts:** Students engage in the shared study of a variety of extended literary texts, including a novel, a play and poetry. Students also complete a critical perspectives study where they apply two or more critical lenses to their study of a shared text
- **Creating Texts:** Students create two texts for different purposes, audiences and contexts. One of the texts will be a creative transformation with a writer's statement
- **Text Study:** Students complete two parts for this externally assessed component, a Comparative Text Study and a Critical reading Examination.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based assessment:

- Responding to Texts (50%)
- Creating Text (20%).

External assessment:

- Text Study (30%).

Note: Students may incur additional costs for excursions and performances that support learning within this subject.

Essential English

Length: Full Year (20 SACE credits)

Recommended Background

Satisfactory completion of Stage 1 English and teacher recommendation.

Course Description

Stage 2 Essential English focuses on the development of three components:

- **Creating Texts:** Students create written, oral, and multimodal texts for a range of real-life purposes. Students create three texts, one of which being an advocacy task, where they advocate for a group or community
- **Responding to Texts:** Students respond to three texts as a class. Students study contemporary texts, such as film, media, TV and advertising
- **Language Study:** Students complete a language study exploring how language is used in a context beyond the classroom. This could be a real world application such as the workplace, a sports team, a hobby or special interest, or a community group.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based assessment:

- Creating texts (40%)
- Responding to texts (30%)
- External assessment:
- Language study (30%).

Note: Students may incur costs for excursions and performances that support learning within this subject.

English as an Additional Language [EAL]

Length: Full Year (20 SACE credits)

Recommended Background

This subject is only available to eligible students. Students will receive an eligibility letter, which must be shown at course confirmation.

Course Description

Stage 2 EAL consists of three components:

- **Academic Literacy Study:** Students develop their academic literacy skills through creating written and oral academic texts and extending their communication skills and strategies
- Students investigate a question or a topic and present their findings in an academic style by producing two tasks, a written report and an oral interaction, such as a tutorial or discussion
- **Responses to texts:** Students complete four responses to a range of texts, at least one of which must be a literary text. At least one response must be presented in oral form and two must be in written form
- **Examination**
- **Understanding Multimodal Texts:** Students respond to and analyse aural and /or visual texts. In their answers to questions, students must use information from the texts. Texts may be drawn from a range of oral and visual text types such as discussions, interviews, broadcasts, podcasts, lectures, and advertisements
- **Written Paper:** Students read and interpret related texts and use the information and opinions in the texts to produce an extended written response.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based assessment:

- Academic literacy study (30%)
- Responses to texts (40%).

External assessment:

- Examination 30%.

Health & Physical Education

Contact: Georgina Sulley-Beales

Child Studies

Length: Full Year (20 SACE credits)

Recommended Background

No prerequisites. Stage 1 Child Studies would be an advantage.

Course Description

Stage 2 Child Studies focuses on the growth, health and wellbeing of children from conception to 8 years. Students develop an understanding of contemporary issues related to child development, the value of play, cultural inclusivity, the rights and needs of children, and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition, and the impact of technological advancements in supporting the health and well-being of children. This course enables students to develop a variety of research, management, practical and group decision-making skills.

Students will study topics within the five Areas of Study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Practical Activity (50%)
- Group Activity (20%).

External Assessment:

- Investigation (30%).

Note: Students are required to supply materials for some practical activities.

Food and Hospitality

Length: Full Year (20 SACE credits)

Recommended Background

No prerequisites. Stage 1 Food and Hospitality would be an advantage.

Course Description

In Stage 2 Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students' will investigate, explore and debate current food and hospitality issues.

Students will study topics within the five Areas of Study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Practical Activity (50%)
- Group Activity (20%).

External Assessment:

- Investigation (30%).

Note: Students are required to supply materials for some practical activities.

Health and Wellbeing

Length: Full Year (20 SACE credits)

Recommended Background

No prerequisites. Stage 1 Health would be an advantage.

Course Description

Stage 2 Health and Wellbeing focuses on the Health and Well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They gain an understanding of how Health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments. They consider the physical, emotional, social, cognitive, and spiritual dimensions of well-being.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Group Investigation and Presentation (30%)
- Issues Analysis (20%)
- Practical Activity (20%).

External Assessment:

- Inquiry (30%).

Integrated Learning Physical Education Focus

Length: Full Year (20 SACE credits)

Recommended Background

No prerequisites. Satisfactory completion of Stage 1 Physical Education is an advantage.

Course Description

Stage 2 Integrated Learning Physical Education consists of three assessment components:

- **Practical Inquiry:** Three inquiries each requiring a written (1500 word) report; one team sport (Volleyball), one individual sport (Badminton) and a three-day practical* (Surfing)
- **Connections:** Students work in small groups to organise, plan and implement a series of four lessons teaching of a sport to a junior or middle school class. This component includes a 2000 word evaluative journal
- **Personal Endeavour:** Students work individually to research, implement and design a task relevant to an area of personal interest. This includes a 2000 word report.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Practical Inquiry (40%)
- Connections (30%)
- Personal Endeavour (30%).

Note: *A full day surfing excursion is a compulsory practical that will run off site at Goolwa and incurs an additional, all-inclusive cost of \$70-100. This will cover all instructor charges, transportation and equipment hire.

Physical Education

Length: Full Year (20 SACE credits)

Recommended Background

Grade C or higher in Stage 1 Physical Education.

Course Description

Stage 2 Physical Education engages student's participation in a series of practical activities, some of which are teacher directed and others require independent skill learning.

Throughout all activities, students are required to establish links and complete written work regarding key concepts of:

- Biomechanics
- Exercise Physiology
- Skill Acquisition
- Sports Psychology.

and how these factors influence participation and performance.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Diagnostics (30%)
- Improvement Analysis (40%).

External Assessment:

- Group Dynamics (30%).

Humanities & Social Sciences

Contact: David Osborn

Legal Studies

Length: Full Year (20 SACE credits)

Recommended Background

Grade C or higher in Stage 1 English or Stage 1 English Literary Studies. Satisfactory completion of Stage 1 Legal Studies is recommended.

Course Description

Stage 2 Legal Studies focuses on the operation of Australia's legal system including:

- Sources of Law
- Dispute Resolution
- The Constitution (Optional Topic 1)
- When Rights Collide (Optional Topic 2).

Students learning includes:

- understanding legal principles and processes
- understanding ways that legal systems balance competing interests or tensions
- the development of civic literacy
- the development of skills in critical analysis and application of legal principles, processes and concepts to case studies, the law and or issues
- communicating and evaluating legal arguments to make informed recommendations.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Folio (50%): Four tasks
- Inquiry (20%): One individual Inquiry into a contemporary legal issue of student interest.

External Assessment:

- Examination (30%).

Modern History

Length: Full Year (20 SACE credits)

Recommended Background

Grade C or higher in Stage 1 English or Stage 1 English Literary Studies. Satisfactory completion of one of Stage 1 History would be an advantage.

Course Description

Topic 1: United States of America (1914-1945)

Topic 2: The Changing World Order (1945-present)

In the United States of America (1914 – present) topic, students will explore elements of USA’s society, responses to the Great Depression, foreign policy and the emergence of the nation as a global superpower. In addition to this students will also explore political ideologies and the origins, nature, course and consequences of the Cold War up to the present day.

Assessment

Students’ performance will be determined according to the subject’s Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Folio (50%): Five historical-skills tasks based on the United States and the Changing World Order
- Inquiry (20%): An historical study into an aspect of the world since c1750.

External Assessment:

- Examination (30%).

Society and Culture

Length: Full Year (20 SACE credits)

Recommended Background

Grade C or higher in any Stage 1 English subject. Successful completion of Stage 1 Society and Culture will be an advantage.

Course Description

Stage 2 Society and Culture enables students to become more informed about the social, political, economic and cultural factors that affect Australia and the world. The course is designed to develop students' skills in analysis, evaluating arguments, use of evidence, building empathy and perspective-taking. The key focus throughout the course is understanding social change, power structures, and the interconnections among societies.

The course supports students to consider their role as a group member at a classroom level, national, regional and global level.

Society and Culture provides strong pathway links for students pursuing social work, health, education, law, politics, social services, business, architecture and much more

Stage 2 Society and Culture explores the topics of:

- Youth Culture
- Cultural Diversity and Integration
- Indigenous Inequalities
- Rural and Remote Communities
- Human Rights
- Social Action.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Folio (50%): Four written tasks (5000 words max total) that explore the origins, natures and impacts of the issues in local and global contexts
- Interaction (20%): Oral Presentation (Human Rights) and Group Activity (Social Action).

External Assessment

- Investigation (30%): Independent investigation examining a contemporary Australian social or cultural issue, through the lens of positive social change. (2000 words maximum).

Mathematics

Contact: Val Westwell

Essential Mathematics

Length: Full Year (20 SACE credits)

Recommended Background

Grade C or higher in Stage 1 Mathematical Methods or General Mathematics and /or teacher recommendation.

Course Description

Stage 2 Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

Stage 2 Essential Mathematics has an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations. Students are to maintain a folio containing all assessment tasks.

- Numeracy skills with and without technology
- Industry relevant skills – measurement, trigonometry, relevant algebra, statistics, running a small business, investments and loans
- Literacy skills – comprehension of technical problems, application writing and report writing.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Skills and Application Tasks (30%)
- Investigations Folio (40%).

External Assessment:

- Examination (30%).

Note: A SACE approved Scientific Calculator is required.

General Mathematics

Length: Full Year (20 SACE credits)

Recommended Background

Grade B or higher in Stage 1 General Mathematics or satisfactory completion of Mathematics Methods, or teacher recommendation.

Course Description

Stage 2 General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Stage 2 General Mathematics topics include:

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

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Skills and Application Tasks (40%)
- Investigations Folio (30%).

External Assessment:

- Examination (30%).

Note: A SACE approved Scientific Calculator is required.

Mathematical Methods

Length: Full Year (20 SACE credits)

Recommended Background

Grade B or higher in at least one of Stage 1 Mathematics Methods A, B, and C and teacher recommendation.

Course Description

Stage 2 Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Stage 2 Mathematics Methods topics include:

- Further Differentiation and Applications
- Integral Calculus
- Logarithmic Functions
- Discrete Random Variables
- Continuous Random Variables and Normal Distribution
- Sampling and Confidence Intervals.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Skills and Application Tasks (50%)
- Investigations Portfolio (20%).

External Assessment:

- Examination (30%).

Note: A SACE approved Graphics Calculator is required.

Specialist Mathematics

Length: Full Year (20 SACE credits)

Recommended Background

Grade B or higher in Stage 1 Specialist Mathematics and/or teacher recommendation.

Course Description

Stage 2 Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject can support study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

Stage 2 Specialist Mathematics topics include:

- Mathematical induction
- Complex numbers
- Functions and Sketching Graphs
- Vectors in three dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Skills and Application Tasks (school based) (50%)
- Investigations Portfolio (20%).

External Assessment:

- Examination (30%).

Note: A SACE approved Graphics Calculator is required.

Science

Contact: David Eglinton

Biology

Length: Full Year (20 SACE credits)

Recommended Background

Grade C or higher in Stage 1 Psychology, Biology, Chemistry or Physics.

Course Description

Stage 2 Biology topics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

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

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

In Stage 2 Biology students study the following topics:

Topic 1: DNA and proteins

Topic 2: Cells as the basis of life

Topic 3: Homeostasis

Topic 4: Evolution

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Investigations folio (30%): Three investigations; Completion, Design and Science as a Human Endeavour
- Skills and application (40%): Four assessment tasks including tests and research assignments.

External Assessment:

- Examination (30%).

Chemistry

Length: Full Year (20 SACE credits)

Recommended Background

Grade B or higher in Stage 1 Chemistry A and B.

Course Description

Stage 2 Chemistry topics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

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

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

In Stage 2 Chemistry students study the following topics:

Topic 1: Monitoring the Environment

Topic 2: Managing Chemical Processes

Topic 3: Organic and Biological Chemistry

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Investigations Folio (30%)
- Skills and Applications tasks (40%).

External Assessment:

- Examination (30%).

Physics

Length: Full Year (20 SACE credits)

Recommended Background

Grade B or higher in Stage 1 Physics A and B.

Course Description

Stage 2 Physics topics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

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

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

In Stage 2 Physics students study the following topics:

Topic 1: Motion and Relativity: Projectile Motion, Forces and Momentum, Circular Motion and Gravitation, Relativity.

Topic 2: Electricity and Magnetism: Electric Fields, Motion of Charged Particles in Electric Fields, Magnetic Fields, Motion of Charged Particles in Magnetic Fields, Electromagnetic Induction.

Topic 3: Light and Atoms: Wave Behaviour of Light, Wave-Particle Duality, Structure of the Atom, Standard Model.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Investigations Folio (30%)
- Skills and Applications Tasks (40%).

External Assessment:

- Examination (30%).

Psychology

Length: Full Year (20 SACE credits)

Recommended Background

Grade C or higher in a Stage 1 Psychology, Biology, Chemistry or Physics and grade C or higher in Stage 1 English or Stage 1 English Literary Studies.

Course Description

Stage 2 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.

In Stage 2 Psychology students study the following topics:

Topic 1: Psychology of the Individual

Topic 2: Psychological Health and Wellbeing

Topic 3: Organisational Psychology

Topic 4: Social Influence

Topic 5: The Psychology of Learning

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Investigations folio (30%): This includes 2 Investigations, one Deconstruction Design and one Science as a Human Endeavour
- Skills and Applications Tasks (40%): Tasks including tests, extended response questions and research assignments.

External Assessment:

- Examination (30%).

Technologies

Contact: Anne Ryan

CAD / CAM (Digital Communication Solutions)

Length: Full Year (20 SACE credits)

Recommended Background

No prerequisites. Satisfactory completion of either Year 10 or Stage 1 CAD /CAM is recommended. Those with no experience will be guided through the basics.

Course Description

Stage 2 Digital communication solutions supports students to develop an understanding of the Technical Drawing practices used in the manufacturing sector. The techniques and methods of drawing conform to the Australian Standards.

Set tasks will use two CADD software programs – Inventor and Sketch Up. Students will have the opportunity to use the TROTEC laser cutter to prototype small products designed using the Inventor software.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Two Specialist Skills Tasks (20%): Students must show evidence of these tasks and evaluate them. (Up to 1000 words or 6 minutes in multi modal form)
- Design Process (Folio) and Solution (50%): This may be a major design project or a series of up to 3 smaller design tasks. Students must show evidence of the design process and showcase and evaluate their project. (Up to 2000 words or 12 minutes in multi modal or combination).

External Assessment:

- Resource Study (30%)
 - Part One: Resource Investigation
 - Part Two: Issue Exploration.

The Resource study should be presented in written or multi modal form or a combination of both. Written maximum of 2000 words or equivalent in multi modal form, where 1000 words is equivalent to 6 minutes.

Digital Technology

Length: Full Year (20 SACE credits)

Recommended Background

No Prerequisites. Satisfactory completion of Year 10 Digital Technology and /or Stage 1 Digital Technology is recommended. Those with no experience will be guided through the basics.

Course Description

In Stage 2 Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Digital technologies have changed the ways that people think, work, and live. The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems.

The study of Digital Technologies provides a platform for deep interdisciplinary learning. Students make connections with innovation in other fields and across other learning areas.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Two Specialised Skills Tasks
- Design Process (Folio) and Solution.

Note: School fees cover the basic learning objectives, although payments will be required to cover the cost of any additional materials.

Furniture Construction [Material Solutions]

Length: Full Year (20 SACE credits)

Recommended Background

No prerequisites. Successful completion of Stage 1 Furniture Construction is recommended. Those with no experience will be guided through the basics.

Course Description

In Stage 2 Furniture construction (Material Solutions) students learn basic cabinet making skills before designing and constructing their own piece, or pieces of furniture. Students will need to produce a comprehensive folio documenting the design process of their furniture. Their folio includes investigations, sketches, technical drawings, costing and evaluation. Students will learn how to operate a range of woodworking machines and hand tools, including OHS requirements.

Note: School fees cover the basic learning objectives, although additional payments will be required to cover the cost of any additional materials.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- 2 Specialist Skills Tasks (20%): Students must show evidence of these tasks and evaluate them. (Up to 1000 words or 6 minutes in multi modal form)
- Design Process (Folio) and Solution (50%): This may be a major design project or a series of up to 3 smaller design tasks. (Up to 2000 words or 12 minutes in multi modal or combination).

External Assessment:

- Resource Study is marked externally and is comprised of the following 2 parts:
 - Part One: Resource Investigation
 - Part Two: Issue Exploration.

The Resource study is presented in written or multi modal form. Written maximum of 2000 words or equivalent in multi modal form, where 1000 words is equivalent to 6 minutes.

Metal Technology [Industry & Entrepreneurial Solutions]

Length: Full Year (20 SACE credits)

Recommended Background

No prerequisites. Successful completion of Year 10 or Stage 1 Metal Technology is recommended. Those with no experience will be guided through the basics.

Course Description

In Stage 2 Metal Technology (Industry and Entrepreneurial Solutions) students will develop skills in the areas of welding and fabrication, combined with fitting and machining. Students will complete a major design task, and will be required to produce a folio of evidence, including investigation, sketches, technical drawing, costing and evaluation.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School Based Assessment:

- Two Specialist Skills Tasks (20%): Students must show evidence of these tasks and evaluate them. (Up to 1000 words or 6 minutes in multi modal form)
- Design Process (Folio) and Solution (50%): This may be a major design project or a series of up to 3 smaller design tasks. Students must show evidence of the design process and showcase and evaluate their project. (Up to 2000 words or 12 minutes in multi modal or combination).

External Assessment:

- Resource Study (30%). The Resource Study is comprised of the following 2 parts:
 - Part One: Resource Investigation
 - Part Two: Issue Exploration.

The Resource study should be presented in written or multi modal form or a combination of both. Written maximum of 2000 words or equivalent in multi modal form, where 1000 words is equivalent to 6 minutes.

Note: School fees cover the basic learning objectives, although additional payments will be required to cover the cost of any additional materials.

Cross Disciplinary Studies

Contact: Ian Benjafield

Community Studies

This subject counts towards SACE completion only not an ATAR, hence this subject is not recommended for Stage 2 students seeking a University pathway.

Length: Single Semester (10 SACE credits each semester)

Recommended Background

This subject is only available to eligible students, it is not selected as part of subject selection. Consideration: students do perform better where they have a personal interest they wish to pursue.

Course Description

Community Studies provides the student with autonomy in deciding the focus and direction of a community activity they wish to undertake. Students expand and enhance their skills and understanding in a guided and supported learning program, by beginning from a point of personal interest, skill or knowledge, and setting challenging and achievable goals in a community activity.

Students may complete more than one community activity and complete more than one contract of work. At Stage 2 the contracts fall into specific categories and there cannot be more than one contract per category.

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology and the Community
- Work and the Community.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School-based Assessment:

- Contract of work (70%): Includes development of contract, folio and presentation.

External Assessment:

- Reflection (30%).

Note: Community Studies cannot be studied for the purpose of gaining an ATAR. Community Studies can be studied within another subject or community activity, for example The Arts.

Workplace Practices

Length: Full Year (20 Credits)

Recommended Background

This subject is highly recommended for students who are currently undertaking study in VET. It is also suitable for students with part-time employment or full-time sporting.

Course Description

This subject enables students to develop knowledge and understanding of the nature, type, and structure of the workplace, including local, national, and global workplaces in a flexible delivery model. Students can undertake learning in the workplace and reflect on and evaluate their experiences in relation to their capabilities, interests, and aspirations.

It consists of the following five topics:

Topic 1: Work in Australian Society

Topic 2: The Changing Nature of Work

Topic 3: Industrial Relations

Topic 4: Finding Employment

Topic 5: Negotiated.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

School based assessment:

- Folio (25%)
- Performance (25%)
- Reflection (20%).

External assessment:

- Practical / Theoretical Investigation (30%).