Senior School Curriculum
Year 11 & 12
Stage 1 & 2
2018
Table of Contents

Mission Statement, Objectives of the Senior School........................................2

What happens in a Senior School? .................................................................2

For Parents: Helping with Subject Selection................................................3

Making Subject Choices, Checklist .............................................................4

SACE (South Australian Certificate of Education), PLP. Research Project........5

Assessment 2018, Stage 1 & 2 Assessment, Deadlines.................................6

VET (Vocational Education & Training) in SACE........................................7

School Based Apprenticeships, Flexible Learning Options.............................8

Recommended Subject Prerequisites.........................................................9

Subject Flow Charts..................................................................................10-11

Stage 1 Subjects ........................................................................................12

Subject Descriptors—Stage 1.......................................................................13-30

Stage 2 Subjects ........................................................................................13

Subject Descriptors—Stage 2.......................................................................32-53
Mission Statement

“St Martins Lutheran College is a vibrant learning environment, challenging each student to strive for excellence in a caring Christian community”.

Objectives of the Senior School

In response to the needs of young people, St Martins Senior School endeavours to:

- Provide an excellent academic program, and encourage students to work towards their best academic performance;
- Provide a safe learning environment in which to learn;
- Encourage and equip students to investigate complex ideas, explore attitudes and values, ask difficult questions, recognise diversity and develop an ethical stance in relation to caring for themselves, others and the world;
- Equip students for a life of learning through the development of independent and collaborative learning skills;
- Incorporate flexible curriculum structures and approaches, including the capacity for students to negotiate aspects of the curriculum to meet their individual needs;
- Encourage student leadership and participation in decision making;
- Offer opportunities and encouragement for students to participate in co curricular and extracurricular activities at school and in the wider community.

What happens in Senior school?

Senior students will:

- Be expected to attend homegroup, all lessons, devotion, worship, assemblies, school and year level activities such as athletics and swimming carnivals, guest speakers, visiting performances and other activities as deemed appropriate by the school;
- Provide leadership and be good role models for other students;
- Become familiar with the nature of the assessment tasks in each subject and the performance criteria used for arriving at their grade;
- Prepare for and participate in exams and other assessment tasks to the best of their ability;
- Be expected to do homework each night. They will be expected to be committed to their studies and show initiative in order to achieve success in their chosen course of study. At least 2 hours of homework, 5 days per week would be a reasonable expectation of students in Year 11 and about 3 hours a night for students in Year 12.
- Be able to apply for the St Martins certificate at the end of Year 12. This certificate is awarded to students who meet the criteria in areas of academic achievement, co-curricular involvement, voluntary service, lifelong learning and commitment to the Christian ethos of the College.

Students in Year 12 and some other senior students will have private study lessons, which they will be expected to use productively at school or at home if they have a home study agreement.

Study time at school—a study space is provided for senior students in the Year 12 Common room.
For Parents: Helping with subject selection

For many parents, talking to your child about careers can be daunting. Perhaps you have a child who doesn’t have any ideas about what they’d like to pursue, or perhaps they are looking at areas you know little about. On top of this, careers and work are constantly changing so it can be really hard to keep up with current advice and future predictions. Here’s the thing though - whether you realise it or not, and regardless of the plethora of career information and advice available at the click of a button, research tells us that parents remain one of the key sources of career guidance for children and that what you think matters.

Here are some tips that might help to start a conversation about careers and selecting subjects for SACE:

- **Work out how to include career conversations in daily chat.** This approach is likely to work better than an announcement that it’s time to decide what they will be doing after Year 12!
- **When talking about subject choices, encourage them to choose subjects where they have a high level of interest.** They are more likely to remain motivated and in turn, experience success.
- **Do some research** for yourself. Ask other parents who’ve had older children. Talk to a subject or homegroup teacher at school. Have a look at the weblinks provided below.
- **Help them source information.** Getting information first hand is ideal – can you connect them with someone in the field they are interested in? If this is too difficult, can you find some good videos or infographics online that will appeal to them?
- **Be aware of the career or work biases you might have that could impact on the way you’re providing support or advice.**
- **Don’t take over – let them do the driving.** You can act as a sounding board providing encouragement.
- **Finally, remember it’s not necessary or indeed useful to narrow pathways**, particularly if your child isn’t sure where they are headed just yet. While it is helpful to have a background in certain subjects for specific University courses, the great majority of them don’t have pre-requisites.

Try these websites for useful information:

- [www.myfuture.edu.au](http://www.myfuture.edu.au) – A good starting point for all things career. Free of charge and used in schools with students.
Making Subject Choices

So what should you think about before you choose your subjects for Year 11 and 12? Here are a few pointers to help you on your way.

- Make sure you have a **good understanding of the SACE** and how to achieve it. Do you know which subjects are compulsory as part of SACE or compulsory here at school? Have a look closely at the SACE information in this booklet and on the SACE website at [www.sace.sa.edu.au](http://www.sace.sa.edu.au).
- Choose subjects that **interest you and that you know you can do well at.** Check what topics will be covered and what types of assessment are required in these subjects so you know what to expect.
- Choose subjects that you enjoy, provide you with a challenge and **help you meet your goals and future aspirations.** Think about some of the ideas you have for what you’d like to do after school. They could be career or job related or they might not be. What subjects will help inspire you to reach any personal goals you might have?
- If you’re in Year 10, **work out a few different subject pathways to your Stage 2 choices.** That way you have a number of options for Stage 2 if things don’t go to plan.
- **Do your research and choose subjects** that align with any **prerequisites or assumed knowledge** for further education and training. For example, if you are thinking of a trade or apprenticeship in engineering or studying engineering at University, specific maths and physics is likely to be required. For University and TAFE SA courses that require an application through the South Australian Tertiary Admissions Centre (SATAC), make sure you check out the **SATAC Tertiary Entrance Guide 2018, 2019 and 2020** at [http://www.satac.edu.au/satac-publications](http://www.satac.edu.au/satac-publications) for important course specific tertiary entrance requirements.

Checklist for subject selection

Ready to put pen to paper? Here’s a few final things to check:

- ☐ Have you spoken to your subject teachers for their recommendations?

- ☐ Have you spoken to key teachers at school who know you or can help you? For example, your Homegroup teacher, the Learning Area Coordinator, Mrs Fulton (SACE Coordinator), Mr O’Reilley (VET Coordinator) or Mrs Polomka (Careers Coordinator)?

- ☐ Have you spoken to your parents, older siblings or other important adults in your life who have an interest in your decisions? What do they think?

- ☐ Have you considered all of the compulsory subjects that you are required to do to achieve your SACE and factored them into your choices?

- ☐ Have you done your research on your possible post school pathways? Have you worked out what subjects you will need to study to follow one or more of these pathways?
SACE: South Australian Certificate of Education

To qualify for the SACE, a student must complete the PLP (usually Year 10), undertake specified and other studies at Stage 1 and Stage 2, and meet the required standards. The SACE may be completed over any number of years.

Students will meet the required standard by earning a minimum of 200 credit points, where 10 credit points is equivalent to one semester of study in a particular subject. Students must receive a “C” grade or better in compulsory units in order to qualify for their SACE.

The following elements of the SACE (110 points) are compulsory.

Stage 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (English or Essential English or English as an Additional Language)</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics (Maths, General Maths, Essential Maths)</td>
<td>10</td>
</tr>
<tr>
<td>Personal Learning Plan (Generally completed in Yr 10)</td>
<td>10</td>
</tr>
</tbody>
</table>

Stage 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Any 3 approved year long subjects or equivalent</td>
<td>60</td>
</tr>
</tbody>
</table>

The balance of the 200 credit points can be made up of either Stage 1 or Stage 2 subjects, although students seeking a university entrance score (ATAR) must complete at least one additional Stage 2 full year subject.

A typical pattern of education for a student completing this SACE certificate will be:

- Yr 10...minimum 10 credits
- Yr 11...minimum 100 credits
- Yr 12...minimum 90 credits

Personal Learning Plan (PLP)

The PLP is designed to allow students to consider their aspirations and research reliable career information to help make appropriate subject choices and map out their future. They will identify and work towards achieving goals relating to school work, training or further study. The Personal Learning Plan is generally completed in Year 10.

Research Project

The Research Project is designed to give students time to do a rigorous and detailed study of an area that attracts their interest. The Research Project will test students’ capacity to research, work independently and demonstrate skills in a range of areas. The Research Project will be externally moderated for University entrance purposes. The Research Project is generally completed during Year 12 but may be attempted during Year 11 with negotiation with Head of Secondary.
Assessment 2018—General Information

Each subject will have individual requirements for assessment as directed by The SACE Board of SA.

Assessment tasks differ from school to school but must meet certain criteria as set down by SACE curriculum guidelines. Students will be fully informed of these requirements at the beginning of their course.

Not all Stage 1 and Stage 2 subjects will have exams at the end of each semester, although all Stage 2 subjects include one or more externally assessed tasks totalling 30% of the year’s mark. Stage 1 subjects which lead to Stage 2 subjects which involve public examinations, will have an exam at the end of each semester. Other Stage 1 subjects may also include an exam.

Stage 1 Assessment

Students will be graded A-E for each subject. All assessment is school based and externally moderated. Students must receive a C grade or above for PLP, literacy and numeracy units.

Stage 2 Assessment

Students will be graded A+ to E– for each subject. All Stage 2 subjects contain a 30% external assessment component. Students must receive a C- grade or above for their Research Project, and for 3 other year long subjects in order to qualify for the SACE. Students who wish to gain the university entrance score (ATAR) must complete 4 full year subjects (20 credits each) + Research Project B (10 credits).

Deadlines

Students should become familiar with the SACE “Redrafting, Reuse of Assessed Work, and Assessment Deadlines and Submission Dates policy procedures” policy. In part this reads “the school sets and applies assessment deadlines for school based assessments. Schools should not accept work that is not presented according to school set deadlines and where there is not a valid reason. Extensions to school set deadlines are possible where special provisions have been granted, or where the student has negotiated an extension before the assessment deadlines.”
VET (Vocational Education and Training) in SACE

Students in year 10, 11 or 12 can choose to complete a VET course as part of their SACE. This means studying a nationally recognised tertiary qualification which will give students the opportunity to learn workplace skills and gain hands on experience in the industry.

Why choose a VET course?
- VET and flexible learning options at year 10, 11 and 12 can contribute to SACE
- VET courses can give students training and experience to move into the workforce.

Any student who wishes to complete a VET course will need to do so by negotiation with the VET Coordinator and Head of Secondary. Students will need to demonstrate that the chosen VET course is in line with their career pathway.

Most of the VET courses are held off campus. It is the students’ responsibility to arrange their own transportation to the location of the VET course and to catch up on any work missed while attending their VET program.

Currently St Martins Lutheran College offers four VET courses on campus. These are Certificate I in Engineering, Certificate 1 in Furnishing, Certificate III in Christian Ministry and Theology (known as Vetamorphus) and Certificate III in Fitness.

Certificate I in Engineering
*Fully completed, this course attracts a maximum of 40 credits at Stage 1*
- MEM13014A Apply Principles of OHS in the Work Environment (Core)
- MEM14004A Plan to Undertake a Routine Task (Core)
- MEM15024A Apply Quality Procedures (Core)
- MEM16007A Work With Others in a Manufacturing, Engineering or Related Environment (Core)
- MEM03003B Perform Sheet & Plate Assembly
- MEM05006C Perform Brazing and/or Silver Soldering
- MEM07032B Use workshop machines for basic operations
- MEM11011B Undertake manual handling
- MEM05012C Perform Routine Manual Metal Arc Welding
- MEM05050B Perform routine gas metal arc welding
- MEM12024A Perform Computations
- MEM16006A Organise and communicate information
- MEM16008A Interact with computing technology
- MEM18001C Use Hand Tools
- MEM18002B Use Power Tools/Hand Held Operations

Certificate I in Furnishing
*Fully completed, this course attracts a maximum of 50 credits at Stage 1*
- MSAENV272B Participate in Environmentally Sustainable Work Practices (CORE)
- MSAPMOHS100A Follow OHS procedures (CORE)
- MSAPMOPS101A Make measurements (CORE)
- MSAPMSUP102A Communicate in the workplace (CORE)
- MSAPMSUP106A Work in a team (CORE)
- MSFFM1001 Construct a basic timber furnishing product (ELECTIVE)
- MSFFM2002 Assemble Furnishing Components (ELECTIVE)
- MSFFM2005 Join solid timber (ELECTIVE)

Certificate III in Christian Ministry and Theology
*Fully completed, this course attracts a maximum of 60 credits at Stage 2*
- CMTTHE301A Identify how Christian scripture, life and practice are understood today
- CMTTHE302A Identify theological data
- CMTTHE303A Identify a range of information within a theological theme or issue
- CMTTHE304A Identify new theological insights
- CMTMIN301A Identify theological knowledge in relation to the Christian way of life
- CMTMIN302A Communicate theology in everyday language
- CHCGROUP302D Support group activities
- BSBFLM312C Contributes to team effectiveness
VET (Vocational Education and Training) in SACE

Certificate III in Fitness

Fully completed, this course attracts a maximum of 100 Credits at Stage 2

SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
SISFFIT001 Provide health screening and fitness orientation
SISFFIT006 Conduct fitness appraisals
SISFFIT005 Provide healthy eating information
SISXCCS001 Provide quality service
SISXFAC001 Maintain equipment for activities
SISXIND001 Work effectively in sport, fitness and recreation environments
SISFFIT003 Instruct fitness programs
SISFFIT002 Recognise and apply exercise considerations for specific populations
SISFFIT014 Instruct exercise to older adults
SISFFIT012 Instruct movement programs to children aged 5-12 years
HLTWHS001 Participate in workplace health and safety
BSBRSK401 Identify risk and apply risk management processes
SISFFIT011 Instruct approved community fitness programs
SISFFIT007 Instruct group exercise sessions
HLTAID003* Provide first aid (*to be completed with external provider)

School Based Apprenticeships

Senior students are also able to combine studying the SACE with a part time apprenticeship. The work completed for the apprenticeship contributes to the completion of the SACE. Students in this pathway program generally have a reduced workload and negotiated time table to incorporate the work requirements.

Flexible Learning Options

St Martins is able to offer a number of flexible learning options for our students who, for a variety of reasons, may need an alternative way to complete the SACE. Some of these options include community learning, community studies and integrated learning.

There are many options and programs available to our students to complete the SACE. All of our students will work closely with the SACE Coordinator, Careers Counsellor and other relevant staff members when choosing their Stage 1 and Stage 2 subjects in order to select a program that is achievable and most appropriate for their future pathways. For more information please contact the SACE Coordinator, the VET Coordinator or the Head of Secondary at the College.

Recommended Subject Prerequisite

Our aim at St Martins is to ensure students achieve their best possible results in their final years of schooling. One way to help with this is to assist students in selecting subjects where they will be likely to be successful.

Whilst we would not exclude a student from participating in a subject they were wanting to do, past experience shows that it is difficult for students to successfully participate in some subjects if they haven’t met these recommended prerequisites.

While these are recommendations, you are welcome to discuss these options during course counselling if you haven’t met these recommended prerequisites.

*Recommended Subject Prerequisite table on following page
### Stage 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>10 Science ‘C’ or better</td>
</tr>
<tr>
<td>Business &amp; Enterprise</td>
<td></td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>10 Science ‘C’ or better</td>
</tr>
<tr>
<td>Child Studies</td>
<td></td>
</tr>
<tr>
<td>Chinese (Background)</td>
<td></td>
</tr>
<tr>
<td>Chinese (Continuers)</td>
<td>Year 10 Chinese SACE approval</td>
</tr>
<tr>
<td>Community Studies</td>
<td></td>
</tr>
<tr>
<td>Digital Technologies</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>English as an Additional Language</td>
<td>SACE approval</td>
</tr>
<tr>
<td>Essential English</td>
<td></td>
</tr>
<tr>
<td>Essential Mathematics</td>
<td></td>
</tr>
<tr>
<td>Food &amp; Hospitality</td>
<td>10 General Maths or Maths Methods ‘C’ or better</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>Year 10 German ‘C’ or better</td>
</tr>
<tr>
<td>Information Processing &amp; Publishing</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>10 English ‘C’ Grade or better</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>10 Maths Methods ‘C’ or better</td>
</tr>
<tr>
<td>Modern History</td>
<td>10 English ‘C’ Grade or better</td>
</tr>
<tr>
<td>Music</td>
<td>Year 10 Music recommended</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>10 Science ‘C’ or better and 10 Maths Methods or General Maths ‘C’ or better</td>
</tr>
<tr>
<td>Psychology</td>
<td>10 Science ‘C’ or better</td>
</tr>
<tr>
<td>Religion Studies</td>
<td></td>
</tr>
<tr>
<td>Research Practices</td>
<td></td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>10 Maths Methods ‘C’ or better</td>
</tr>
<tr>
<td>Technology (VET Pathways)</td>
<td>2 semesters of Technology at Year 10</td>
</tr>
<tr>
<td>Tourism</td>
<td></td>
</tr>
<tr>
<td>Vetamorphus</td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td></td>
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<tr>
<td>Workplace Practices</td>
<td></td>
</tr>
</tbody>
</table>

Open access subjects (e.g. Spanish) will be considered on an individual basis.

### Stage 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>At least Semester One of Stage 1 Biology</td>
</tr>
<tr>
<td>Business &amp; Enterprise</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Both Semesters of Stage 1 Chemistry ‘C’ or better</td>
</tr>
<tr>
<td>Child Studies</td>
<td></td>
</tr>
<tr>
<td>Christian Studies</td>
<td></td>
</tr>
<tr>
<td>Chinese (Background)</td>
<td></td>
</tr>
<tr>
<td>Chinese (Continuers)</td>
<td>SACE approval</td>
</tr>
<tr>
<td>Community Studies</td>
<td>Stage 1 Chinese</td>
</tr>
<tr>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>English as an Additional Language</td>
<td></td>
</tr>
<tr>
<td>English Literary Studies</td>
<td>Stage 1 English</td>
</tr>
<tr>
<td>Essential English</td>
<td></td>
</tr>
<tr>
<td>Essential Mathematics</td>
<td></td>
</tr>
<tr>
<td>Food &amp; Hospitality</td>
<td></td>
</tr>
<tr>
<td>General Mathematics</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>Stage 1 German</td>
</tr>
<tr>
<td>Information Processing &amp; Publishing</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Stage 1 Legal Studies ‘C’ or better</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Stage 1 Maths Methods ‘C’ or better</td>
</tr>
<tr>
<td>Modern History</td>
<td>Stage 1 History ‘C’ or better</td>
</tr>
<tr>
<td>Music</td>
<td>Stage 1 Music + Instrumental lessons</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Both Semesters of Stage 1 Physics</td>
</tr>
<tr>
<td>Psychology</td>
<td>Stage 1 Psychology</td>
</tr>
<tr>
<td>Research Project</td>
<td></td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td></td>
</tr>
<tr>
<td>Workplace Practices</td>
<td></td>
</tr>
</tbody>
</table>

Open access subjects (e.g. Spanish) will be considered on an individual basis.
Subject Flow Chart

The Chart below indicates subject pathways through the Senior school. Most Stage 1 subjects can be studied for one (10 credits) or both (20 credits) semesters. The school would normally advise against students picking up subjects in Year 12 if they have not studied them in Year 11.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Year 10</th>
<th>SACE Stage 1</th>
<th>SACE Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td>Visual Arts</td>
<td>Visual Arts - Art or Design</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Drama</td>
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<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English Literary Studies</td>
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<tr>
<td>Essential English</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EAL</td>
<td>EAL (English as an Additional Language)</td>
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<td></td>
</tr>
<tr>
<td>Health, Physical Education and Home Economics</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Food &amp; Nutrition</td>
<td>Child Studies</td>
<td>Child Studies</td>
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<tr>
<td>Food &amp; Hospitality</td>
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<td></td>
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<td>Physical Education</td>
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<td></td>
</tr>
<tr>
<td>Specialist PE</td>
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<td></td>
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<tr>
<td>LOTE</td>
<td>Chinese</td>
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<tr>
<td>German</td>
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<td>German</td>
<td>German</td>
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<tr>
<td>Mathematics</td>
<td>Essential Mathematics</td>
<td>Essential Mathematics</td>
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<tr>
<td>General Mathematics</td>
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<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
<td></td>
</tr>
<tr>
<td>Extension Mathematics</td>
<td>Specialist Mathematics</td>
<td>Specialist Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

Key: ➔ possible pathway

Students studying Specialist Mathematics must also study Mathematical Methods.
Subject Flow Chart

The Chart below indicates subject pathways through the Senior school.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Year 10</th>
<th>SACE Stage 1</th>
<th>SACE Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
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<td>Chemistry</td>
<td>Chemistry</td>
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<td>Physics</td>
<td>Physics</td>
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<td>Psychology</td>
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<td><strong>Humanities</strong></td>
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<tr>
<td></td>
<td></td>
<td>Tourism (new 2018)</td>
<td>Tourism (new 2019)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modern History</td>
<td>Modern History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legal Studies</td>
<td>Legal Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
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Key:  * possible pathway
STAGE 1 SUBJECTS 2018

In order to achieve the SACE, students must earn a minimum of 200 credit points. All except 70 points (where a University entrance score is not required) or 90 points (where students wish to obtain a university entrance score) may be earned at Stage 1 level. Most students at St Martins will accrue 110 points during a year of Stage 1 (Year 11) studies. Some students will take longer than 1 year, others may include additional Stage 1 and /or Stage 2 subjects.

Students choose from the following subjects:

**Compulsory**

- English or 20 credit points
- Essential English or
- English as an Additional Language

- Essential Mathematics or 10 credit points
- General Mathematics or
- Mathematics Methods

- Personal Learning Plan (generally completed in Year 10) 10 credit points.

* Religion Studies or Vetamorphus are compulsory at St Martins.

- Research Project preparation (10 credit points of Research Practices) is compulsory at St Martins.

**Non-Compulsory**

- Biology
- Business & Enterprise
- Certificate III in Fitness (Qualifies for Stage 2 SACE Credits)
- Chemistry
- Child Studies
- Chinese (Background Speakers/Continuers)
- Community Studies
- Digital Technologies
- Drama
- Food & Hospitality
- Geography
- German (Continuers)
- Modern History
- Information Processing & Publishing (Personal Publishing & Digital Publishing)
- Legal Studies
- Mathematics—Specialist Mathematics
- Music
- Physical Education
- Physics
- Psychology
- Technology (VET Pathways)
- Tourism
- Visual Arts—Art, Design or Photography
- Workplace Practices

* VET programs and other subjects delivered by Open Access College may be accessed by students after negotiation through the VET and SACE coordinators.
**Rationale**
The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics.

**Learning Requirements**
In this subject, students are expected to:

- Apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices
- Obtain, record, represent, analyse, and interpret the results of biological investigations
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- Develop and apply knowledge and understanding of biological concepts in new and familiar contexts
- Explore and understand science as a human endeavour
- Communicate knowledge and understanding of biological concepts, using appropriate terms, conventions, and representations.

**Topics**
- Cells and Microorganisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

**Assessment**
Investigations folio (50%)
1 practical investigation and 1 human endeavour investigation per semester

Skills and application tasks (50%)
2 skills and applications tasks per semester

Students who wish to study Biology at Stage 2 are recommended to study at least 1 semester at Stage 1.

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**Rationale**
Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students learn about the interrelationship between business, enterprise, and technology and their impacts locally, nationally, and globally. The study of Business and Enterprise enables students to develop an understanding of business and enterprise cultures and technological systems as they operate in and affect the global environment. Students have the opportunity to engage with innovations and ideas, as well as to reflect on current issues in business and enterprise and to make informed decisions. They also make and evaluate decisions about the allocation and management of resources to develop solutions that meet the needs of individuals, organisations, and communities.

**Learning Outcomes**
By the end of Stage 1 Business and Enterprise, Students are able to:

- Understand the nature, role, and structure of business and enterprise, locally and/or nationally
- Demonstrate knowledge of the functions, processes, and operations of business and enterprise
- Communicate in ways that are suitable for the business environment and for the purpose and audience, including by the use of appropriate information and communication technologies
- Apply relevant business ideas, practices, and concepts such as business planning, product development, financial management, and marketing
- Understand current trends and changes, opportunities, and issues that have an impact on business and enterprise locally, nationally, or globally
- Analyse the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts.

**Topics**
- Introduction to Business and Enterprise;
- Business Plans
- Business & Technology

These topics are covered as a lead-in to Stage 2 Business and Enterprise.

**Assessment:**
Folio (50%): Research Task, Test
Practical (20%): Creation of a Marketing Plan
Issue Study (30%): Examining a current issue impacting in businesses in Australia.
Subject Descriptors - Stage 1

Chemistry
20 Credits

Rationale
In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet’s resources. Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Learning Requirements
In this subject, students are expected to:
- Apply science inquiry skills to design and conduct chemistry investigations, using appropriate procedures and safe, ethical working practices
- Obtain, record, represent, analyse, and interpret the results of chemistry investigations
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- Develop and apply knowledge and understanding of chemical concepts in new and familiar contexts
- Explore and understand science as a human endeavour
- Communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions and representations.

Topics
- Materials and Their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acid and Bases
- Redox Reactions

Assessment
Investigations folio (50%)
1 practical investigation and 1 human endeavour investigation per semester
Skills and application tasks (50%)
2 skills and applications tasks per semester

Students who wish to study Chemistry at Stage 2 must complete 2 semesters at Stage 1.

Child Studies
10 Credits

Rationale
Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children. Students investigate contemporary issues that are relevant to children and their development. They have opportunities to build their understanding of the range of attitudes, values, and beliefs of people in the wider community in relation to children and child-rearing practices.

Learning Requirements
In this subject, students are expected to:
- Apply knowledge and problem solving skills to practical activities related to the study of children and their development from conception to 8 years.
- Develop and implement management skills in an individual or collaborative context to support the health and well-being of children.
- Make and justify decisions about issues related to child development.
- Select and use appropriate technology to prepare learning activities for children in a culturally diverse society.
- Investigate and reflect on contemporary issues related to the safety, health and well-being of children.
- Work individually and collaboratively to support the health and wellbeing of children, and reflect on the process and outcomes.
- Reflect on the impact of technology on the health and well-being of children.

Topics
This subject examines the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. It examines the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families, and the changing roles of children in a contemporary consumer society.
- Area of Study 1: The nature of childhood and the socialisation and development of children;
- Area of Study 2: Children in wider society;
- Area of Study 3: Children, rights, and safety.

Assessment
- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

(Each Assessment type will have a weighting of at least 20%)
**Rationale**

Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world’s population. It is the major language of communication in China, Taiwan and Singapore and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia. Australia now has a strong connection through trade, political and cultural contacts with both the Peoples’ Republic of China and other nations where Chinese communities are important contributors to their growth and diversity. Chinese culture and language have a continuous history of more than 5000 years. The study of Chinese provides access to an important cultural and linguistic heritage. Studying Chinese can provide a basis for continued learning and a pathway for students into post-secondary options. The options might include employment domestically or internationally in areas such as tourism, technology, finance, services and business.

**Learning Requirements**

In this subject students are expected to:

- Develop and apply linguistic and intercultural knowledge, understanding and skills
- Interact with others to exchange and explain information, opinions, and ideas
- Create texts to express ideas, opinions and perceptions on contemporary issues
- Analyse, evaluate and respond to a range of texts
- Examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

**Topics**

- China and the World
- Modernization and Social Change
- The Overseas Chinese Speaking Communities
- Language in Use in Contemporary China

**Assessment**

Interaction: conversations, interviews, discussions or multimodal presentations

Text Production: two texts in written Chinese, including an essay and a report

Text Analysis: analyse and reflect on language use by responding to two multimodal texts in Chinese

Investigation: research and reflect on a cultural or social issue and produce an oral, written or multimodal response in Chinese and a reflective response in English.
**Community Studies 10 or 20 Credits**

**Rationale**
This subject is designed for students who have a desire to develop specific skills and knowledge and who may require a flexible learning arrangement. They interact with teachers, peers and community members, and focus on achieving personal growth within a guided and supported learning program. An identifying feature of this subject is the autonomy it provides students in deciding the focus and direction of their community activity. Community Studies is a highly individualised subject to meet specific learning needs. Examples of past Stage 1 Community Studies include (but not limited to) designing and applying special effects make-up, photographing pet portraits, designing and writing a golf club newsletter, designing a website, cultivating a vegetable garden.

**Learning Requirements**
In this subject students are expected to:
- Negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for the contract of work
- Identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development
- Work individually and with others
- Locate, select, organise, and use ideas, resources, and information
- Learn in a range of settings, including the school and the wider community
- Take practical action in the community
- Seek feedback from the community, and reflect on their own learning.

**Areas of Study**
Students and teacher develop an individual program of learning around his or her interests, knowledge, and skills. Each student prepares a contract of work to undertake a community activity in one of the following six areas of study:
- 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**
For each 10 credit subject, students will provide evidence of learning through two assessment types:
**Assessment Type 1:** Folio (70%) - comprising Contract of Work, evidence of skill and knowledge development, final Community Activity, and presentation.
**Assessment Type 2:** Reflection (30%)

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**Digital Technologies 10 or 20 Credits**

**Rationale**
Digital technologies have changed the ways in which 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 deeper interdisciplinary learning. Students make connections with innovation in other fields and across other learning areas.

**Learning Requirements**
In this subject students are expected to:
- Apply computational thinking skills to explore problems and possible solutions
- Develop and apply programming skills in creating digital solutions
- Analyse patterns and relationships in data sets and/or algorithms, and draw conclusions
- Develop and apply program design skills to create and evaluate digital solutions
- Research and discuss ethical considerations in digital technologies
- Work individually and collaboratively.

**Topics**
- Programming
- Advanced Programming
- Data Analytics
- Exploring Innovations

**Assessment**
For each semester, assessment will consist of the following:
- At least two project skills tasks
- At least two digital solutions
**SUBJECT DESCRIPTORS - STAGE 1**

**Drama**

**Rationale**
The study of drama involves the integration of the student’s intellectual, physical, and creative development. Drama develops skills in communication, problem solving, and collaborative work. Drama explores social and global issues and establishes a sense of self.

**Learning Requirements**
In this subject, students are expected to:
- Demonstrate and explain skills and techniques related to on-stage roles and/or off-stage roles
- Work both independently and as a team to create dramatic works
- Demonstrate knowledge and understanding of the theories, skills and technologies of drama
- Respond to performed drama in a reflective manner
- Communicate dramatic ideas to an audience.

**Topics**
Topics are flexible depending on the group of students undertaking the subject. They may include, but are not limited to:
- Absurdist Theatre
- Australian Theatre
- Bertolt Brecht
- Commedia dell’Arte
- Set Design
- Baz Luhrmann
- Stanislavski
- Tim Burton etc

**Assessment**
- Presentation of Dramatic Works—40%
- Drama Theory and review writing—30%
- Individual Study—30%

**English**

**Rationale**
This subject leads to both English and English Literary Studies at Stage 2.
In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students’ own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

**Learning Requirements**
In this subject, students are expected to:
- Analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- Identify ways in which ideas and perspectives are represented in texts
- Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- Create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
- Identify and analyse intertextual connections
- Apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

**Topics**
- **Responding to Texts**: novel, film, media, poetry and drama study
- **Creating Texts**: narrative, exposition, recount or other
- **Intertextual Study**: analysing the relationships between texts, or demonstrating how their knowledge of other texts has influenced the creation of their own texts.

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

Each semester, students provide evidence of their learning through four summative assessments. These may include essays, extended prose, speeches or multimodal presentations. At least one assessment must be written, and at least one delivered as an oral. Student achievement (A – E) is assigned using the SACE Performance Standards for Stage 1 English.
**Rationale**

*This subject leads to Essential English, Stage 2 at St Martins.

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds

**Learning Requirements**

In this subject, students are expected to:

- Exchange information, opinions, and experiences through writing and speaking in a range of situations and contexts
- Comprehend and interpret information, ideas, and opinions presented in texts
- Analyse personal, social, and cultural perspectives in texts
- Understand and analyse how language features are used to communicate for different purposes
- Create oral, written, and multimodal texts using a range of language skills appropriate to purpose, audience, and context.

**Topics**

- **Communication skills and strategies:** Students exchange information, opinions, and experiences through writing and speaking in a range of situations and contexts.
- **Comprehension skills and strategies:** Students comprehend and interpret information, ideas, and opinions presented in texts.
- **Language and text analysis skills and strategies:** Students analyse personal, social, and cultural perspectives in texts, including literary texts. They understand and analyse how language features are used to communicate for different purposes.
- **Text creation skills and strategies:** Students create oral, written, and multimodal texts using a range of language skills appropriate to purpose, audience and context.

**Assessment**

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

Each semester, students provide evidence of their learning through four summative assessments. At least one assessment should be an oral or multimodal presentation and at least one should be in written form.

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**Rationale**

*This subject leads to Essential English, Stage 2.

This subject is designed for (1) students who are seeking to meet the SACE literacy requirement; (2) an English language development focus for students who are new arrivals in Australia; and (3) students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis, and text creation. In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

**Learning Requirements**

In this subject, students are expected to:

- Develop communication skills through reading, viewing, writing, listening, and speaking
- Comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
- Identify and analyse how the structure and language of texts varies for different purposes, audiences, and contexts
- Express information, ideas, and perspectives using a range of textual conventions
- Create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

**Topics**

- **Responding to Texts:** students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts.
- **Creating Texts:** students recognise and use textual conventions and language features to communicate information and ideas. They create written, oral, visual, digital and multimodal texts.

**Assessment**

Assessment Type 1: Responding to Texts eg reviews, commentaries, annotations, oral presentations
Assessment Type 2: Creating Texts eg short answers, blogs, emails, orals, slideshows

Each semester, students provide evidence of their learning through four summative assessments. At least one assessment should be an oral or multimodal presentation and at least one should be in written form.
**Rationale**

This subject is designed to give students the basic mathematical skills that are useful in life and needed to support other subjects. This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity, and the interpretation of graphs. The content of the four topics in this unit – ‘Calculations, percentages and rates’, ‘Measurement’, ‘Algebra’ and ‘Graphs’ – will be applied in contexts which are meaningful and of interest to their students. A variety of approaches can be used to achieve this purpose. Two possible contexts which may be used are Mathematics and foods and Earning and managing money. However, these contexts may be changed to find suitable contexts relevant to the particular student cohort. A range of technological applications and techniques will be used in teaching this unit. This subject prepares students for Stage 2 Essential Mathematics.

**Learning Requirements**

By the end of this unit students:

- Understand the concepts and techniques in calculations, measurement, algebra and graphs.
- Apply reasoning skills and solve practical problems in calculations, measurement, algebra and graphs.
- Communicate their arguments and strategies when solving problems using appropriate mathematical language.
- Interpret mathematical information and ascertain the reasonableness of their solutions to problems.

**Topics**

**Semester 1:**
- Calculations, percentages and rates
- Measurement (including length, area, mass and volume)
- Algebra (substitution into formulae)
- Graphs (reading, interpreting and drawing graphs)

**Semester 2**
- Representing and comparing data
- Percentages (including simple interest)
- Rates and ratios
- Time and motion

**Assessment**

There will be an assessment task for each topic area. These will be chosen from assignments, projects, folios, worksheets and directed investigations.

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**Food & Hospitality 10 or 20 Credits**

**Rationale**

The food and hospitality industry is dynamic and changing. In this subject students examine some of the factors that influence peoples’ food choices and the health implications of those choices. They also understand the diverse purposes of the hospitality industry in meeting the needs of both local people and visitors.

**Learning Requirements**

In this subject, students are expected to:

- Apply knowledge and problem-solving skills to perform a range of practical tasks in food and hospitality
- Develop and implement practical skills, including management skills, in an individual or collaborative context
- Make informed decisions about and reflect on contemporary issues related to the food and hospitality industry
- Select and use appropriate technology to prepare and serve food, applying safe food-handling practices
- Investigate contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings
- Collaborate in the preparation and presentation of various health-promoting enterprise experiences
- Reflect on the use of language and communication technologies relevant to food and hospitality in family and community settings.

**Topics**

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

**Assessment**

**School based Assessment**

Assessment Type 1: Practical Activity (50%)
Assessment Type 2: Group Activity (25%)
Assessment Type 3: Investigation (25%)
Rationale
This subject is designed to give students the mathematical knowledge needed to succeed in many careers. This unit provides students with the mathematical skills and understanding to solve problems relating to ‘Consumer arithmetic’, ‘Algebra and matrices’, and ‘Shape and Measurement’. Emphasis will be on the building of financial knowledge, ability to use formulae and apply algebraic reasoning and an understanding of the mathematical formulae needed in measurement and trigonometry. Students will have access to the technology necessary to support the computational aspects of the topics in this unit. This subject prepares students for Stage 2 General Mathematics or Essential Mathematics.

Learning Requirements
By the end of this unit, students:
- Understand the concepts and techniques introduced in consumer arithmetic, algebra and matrices, and shape and measurement.
- Apply reasoning skills and solve practical problems arising in consumer arithmetic, algebra and matrices, and shape and measurement.
- Communicate their arguments and strategies, when solving problems, using appropriate mathematical language.
- Interpret mathematical information, and ascertain the reasonableness of their solutions to problems.
- Choose and use technology appropriately and efficiently.

Topics
Semester 1
- Consumer Mathematics (wages, comparing prices, exchange rates, percentage change)
- Algebra and Matrices (substitution into formulae, introduction to matrices and their operations and applications)
- Shape and Measurement (Pythagoras, similarity, area, volume, scale factors)

Semester 2
- Univariate data (statistical investigative processes including measures of centre and spread)
- Trigonometry (with right angled and non-right angled triangles and their application)

Assessment
There will be an assessment task for each topic area. These will be chosen from assignments, projects, folios, worksheets and directed investigations.
**Assessment**
Stage 1 Geography is assessed through four assessment types:

*Assessment Type 1: Skills and Applications Tasks (40%)*
This can include tasks related to fieldwork, evaluating primary and secondary sources, and reporting of information.

*Assessment Type 2: Inquiry (20%)*
This focuses on undertaking an inquiry utilising spatial information technologies such as GIS (Geographical Information Systems) and/or GPS (Global Positioning System) software, analysing data and reflecting on the results.

*Assessment Type 3: Fieldwork (20%)*
This can include tasks such as field observations and data recording, selecting and critically analysing field data, and map generation.

*Assessment Type 4: Investigation (20%)*
This focuses on undertaking an investigation of a contemporary geographical issue related to sustainable human and physical environments.

**Rationale**
German has long been recognised as a 'world' language of culture, music, theology, philosophy and a key language in the fields of science, medicine, economics and technology. German-speaking countries have emerged as strong international leaders in trade, commerce and politics. Germany is part of one of Australia’s largest trading partners, the European Union, and German is the major commercial language in Eastern Europe. The German language is the key to interacting effectively with German speakers and provides a clearer understanding of the culture, beliefs, attitudes and values of German speakers.

**Learning Requirements**
In this subject, students are expected to develop skills to:
- Interact with others to share information, ideas, opinions, and experiences in German
- Create texts in German to express information, feelings, ideas, and opinions
- Analyse texts that are in German to interpret meaning
- Examine relationships between language, culture, and identity
- Reflect on the ways in which culture influences communication
- Students use various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes, in a variety of contexts.

**Topics**
- The Individual: Personal identity, school and aspirations, leisure and lifestyles
- The German-Speaking Communities: People and places, past and present, arts and entertainment
- The Changing World: The world of work, social issues, tourism and hospitality.

**Assessment**
*School based Assessment*
- Oral Interaction (20%)
- German Text Production (20%)
- German Test Analysis in both German and English (20%)
- Investigation in German with a reflective response in English (20%)
- Examination (20%)

This course is designed for students who have studied German from Year 8.
**Rationale**
Information Processing and Publishing focuses on the application of practical information communication skills. In Personal Publishing students are taught a variety of skills that are applied to fun, hands on practical tasks. For example: posters, brochures and menus. Skills gained in this subject would be valuable for both school and future work situations.

**Learning Requirements**
In this subject, students are expected to:
- Select and use appropriate hardware and software in the completion of text-based communication tasks
- Apply manipulative skills appropriate to information-processing hardware and software
- Apply acquired skills to produce text-based information accurately
- Understand and apply design processes and layout principles to text-based tasks
- Evaluate a text-based task and the design process used
- Understand, analyse, and evaluate the impact of social and/or ethical issues related to information-processing and publishing technologies.

**Topics**
- Practical Skills
- Product Documentation
- Issues Analysis

This unit involves the use of software and hardware appropriate to paper based products such as Photoshop, Gimp and Digital Photography.

**Assessment**
Issues Analysis (20%)
Practicals (50%)
Product and Documentation-final summative task (30%)

Students choosing 1 unit of IPP (10 credits) will complete either Personal Publishing or Digital Publishing. Students choosing 2 units (20 credits) of IPP will complete both.

In 2018 Digital Publishing will be taught in Semester 1, and Personal Publishing will be taught in Semester 2.

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**Rationale**
Information Processing and Publishing focuses on the application of practical information communication skills. In Digital Publishing students are taught a variety of skills that are applied to fun, hands on practical tasks. For example: website creation incorporating Web design principles, and Flash Creation. Skills gained in this subject would be valuable for future employment and personal endeavours.

**Learning Requirements**
In this subject, students are expected to:
- Select and use appropriate hardware and software in the completion of text-based communication tasks.
- Apply manipulative skills appropriate to information-processing hardware and software.
- Apply acquired skills to produce text-based information accurately.
- Understand and apply design processes and layout principles to text-based tasks.
- Evaluate a text-based task and the design process used.
- Understand, analyse, and evaluate the impact of social and/or ethical issues related to information-processing and publishing technologies.

**Topics**
- Practical Skills
- Product Documentation
- Issues Analysis

This unit involves the use of software and hardware appropriate to electronic based publications such as Dreamweaver, Flash and Digital photography.

**Assessment**
Issues Analysis (20%)
Practicals (50%)
Product and documentation-final summative task (30%)

Students choosing 1 unit (10 credits) of IPP will complete either Personal Publishing or Digital Publishing. Students choosing 2 units (20 credits) of IPP will complete both. It is recommended students considering IPP as a Year 12 subject complete the IPP Digital Publishing unit in Year 11.

In 2018 Digital Publishing will be taught in Semester 1, and Personal Publishing will be taught in Semester 2.
Legal Studies
10 Credits

Rationale
Legal Studies provides students with the opportunity to understand Australia’s legal heritage and the dynamic nature of the Australian legal system. Students are provided with an understanding of the structures of the Australian legal system, as well as an insight into law-making, processes of dispute resolution and administration of justice. Students can reflect on and analyse Australia’s legal system and gain an understanding of how groups in society can influence and be influenced by the legal system. Legal Studies enables students to develop civic literacy and a sense of confidence to become involved in decision-making within the legal system. By examining the system of constitutional government, students recognise the rights and responsibilities of individuals, groups and institutions.

Learning Requirements
- Display knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society.
- Know and understand the values inherent in the Australian legal system.
- Display knowledge and understanding of different sources of law in the Australian legal system.
- Recognise ways in which the Australian legal system responds to diverse groups in the community.
- Evaluate the nature and operation of aspects of the Australian legal system.
- Develop inquiry skills through accessing and using information on aspects of the legal system.
- Communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgement of sources.

Topics
- Law and Society
- People, Structures and Processes
- Justice and Society

Assessment
- Folio (50%)
- Issues Study (30%)
- Presentation (20%)

Mathematical Methods
20 Credits

Rationale
This subject is designed to give students a broad mathematical knowledge for use in some tertiary courses. This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of conditional probability and independence. Access to technology to support the computational aspects of these topics is assumed. This subject prepares students for Stage 2 Mathematical Methods.

Learning Requirements
By the end of this unit, students:
- Understand the concepts and techniques in algebra, functions, graphs, trigonometric functions and probability
- Solve problems using algebra, functions, graphs, trigonometric functions and probability
- Apply reasoning skills in the context of algebra, functions, graphs, trigonometric functions and probability
- Interpret and evaluate mathematical information and ascertain the reasonableness of solutions to problems
- Communicate their arguments and strategies when solving problems.

Topics
Semester 1
- Functions and graphs - revision of the linear and quadratic algebra and graphing. Introduction to graphing hyperbolic and polynomial functions and general graphing behaviours including asymptotes, dilations and translations
- Trigonometric Functions - review of right-angled triangles and introduction to the sine and cosine rule, radians, trigonometric functions – equations, graphing and applications
- Counting and probability - permutations and combinations, binomial patterns, simple and compound events and their formulae.
Mathematical Methods (continued)
20 Credits

Semester 2
• Exponential Functions - index laws, graphing exponential functions and solving equations
• Arithmetic and geometric sequences and series.
• Introduction to Differential Calculus - rates of change, first principles, derivatives and antiderivatives.

Assessment
There will be a test on each topic and a directed investigation on one of the topics. There will be a test or part of a test with no calculator. Students will require their own graphics calculator.
This subject is new for 2018 and consists of the following strands:
- Understanding Music
- Creating Music
- Responding to Music
The strands are interconnected and are not intended to be taught independently. Students will develop an understanding of the elements of music and apply this understanding to create their own music as performances, arrangements, or compositions. They will develop their musical literacy through responding to and reflecting on their own and others’ musical works.

**Capabilities**
Communication, citizenship, personal development, work and learning.

**Learning Requirements**
Satisfactory standard of theory at Year 10 level (approx. AMEB Grade 3), practical skills on a principal instrument (approx. AMEB Grade 4 standard).

**Topics**
Students have the opportunity to engage some/all of the following activities:
- Performing – Solo and/or Ensemble
- Sight Reading/Transcription
- Musicianship
- Concert Reviews
- Sound Reinforcement – Microphone Technique, Setting up a PA
- Arranging/Composing using Sibelius and Garage Band
- Attending Performances (where possible)
- Masterclasses
- Negotiated Materials

**Assessment**
The following assessment types are used to enable you to demonstrate your learning in Stage 1 Music:
- Assessment Type 1: Creative Works
- Assessment Type 2: Musical Literacy

**Assessment Type 1:**
For this assessment type you will provide evidence of your learning by
- Developing a performance of between 3-5 minutes using either traditional or electronic performing media
- Creating an arrangement of composition of between 1-3 minutes using traditional or graphic notation

**Assessment Type 2**
For this assessment type you will provide evidence of your learning by completing work throughout the semester in the following areas:
- Aural recognition/identification (eg: melodic or rhythmic dictation)
- Sight-reading
- An analysis and discussion of style, structure, and musical elements in one or more selected works
- A reflection on the development and refinement of the students’ own creative work.
A musical literacy task should be to a maximum of 650 words if written, or a maximum of 4 minutes of oral and/or multimodal.

**Assessment Type 1**
Performance (25%)
Arrangement/Composition (25%)

**Assessment Type 2**
Musical Literacy (25%)
Musical Literacy (25%)
**Rationale**
In Physical Education, students study human physical activity and its place in the lives of individuals and groups of people. Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. Physical Education is an experiential subject in which students explore their physical capabilities and investigate the factors that influence performance. They acquire an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity.

**Learning Requirements**
In this subject, students are expected to:
- Demonstrate practical skills and techniques specific to a variety of human physical activities
- Interpret and apply (independently, with groups, and in teams) effective skills, specific concepts and ideas, strategies, techniques, rules and guidelines
- Demonstrate knowledge and understanding of the nature of physical activity
- Analyse and reflect on the implications of physical activity for personal and community health and well-being
- Interact collaboratively and demonstrate initiative and leadership.

**Topics**
Practical Skills & Applications (2-3 topics per 10 credits).
Practicals undertaken will be determined based on student numbers and areas of interest.

Principals & Issues—The Nature of Physical Activity (1-2 topics per 10 credits)
- Fitness
- Training Principles & Methods
- Body Systems
- Human Physical Performance
- Sports Injuries
- Participation in Physical Activity,
- Issues Analysis

**Assessment**
Practical (50%)
Folio - Issues Analysis (25%)
- Nature of physical activity (25%)

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**Rationale**
The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

**Learning Requirements**
In this subject, students are expected to:
- Apply science inquiry skills to design and conduct physics investigations, using appropriate procedures and safe, ethical working practices
- Obtain, record, represent, analyse, and interpret the results of physics investigations
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- Develop and apply knowledge and understanding of physics concepts in new and familiar contexts
- Explore and understand science as a human endeavour
- Communicate knowledge and understanding of physics concepts, using appropriate terms, conventions, and representations.

**Topics**
- Linear Motion and Forces
- Electric Circuits
- Heat
- Energy and Momentum
- Waves
- Nuclear Models and Radioactivity.

**Assessment**
Investigations folio (50%)
1 practical investigation and 1 human endeavour investigation per semester 
Skills and application tasks (50%)
2 skills and applications tasks per semester

Students who wish to study Physics at Stage 2 must complete 2 semesters at Stage 1.
Psychology is all about discovering how we think, why we do certain things, and how we feel. The course aims to build students' skills of critical thinking, identifying psychological processes in everyday experiences, applying knowledge to real life situations, investigating psychological issues and effective communication.

**Learning Requirements**
- Demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviours of self, others and groups
- Analyse the behaviours of self, other individuals and groups of people in different contexts in a way that recognises the values of independence and interdependence
- Demonstrate an understanding of ethical research by designing, undertaking and evaluating guided investigations
- Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics
- Demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations
- Search for, record, evaluate, and organise psychological information and use psychological terminology effectively to communicate key ideas, understandings, processes and values in a range of contexts
- Undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

**Topics**
- Introduction to Psychology
- Brain and Behaviour
- Emotion

**Assessment**
Investigations folio (50%) including research reports and investigation reports
Skills and application tasks (50%) including tests, oral presentations, essays and exams

Religion Studies gives students the opportunity to focus on an aspect of religion or spirituality within or across traditions, and to explore the religious basis of an ethical or social justice issue. Students gain an appreciation of, and respect for, the different way in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

**Learning Requirements**
- Demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across traditions
- Investigate and understand the social significance of religion and spirituality
- Explore how religion can provide a basis for personal and ethical decision-making
- Analyse the religious basis of contemporary ethical or social justice issues and reflect on possible futures
- Demonstrate and apply an understanding of religion and spirituality using different forms of communication
- Reflect on religious experience, beliefs, and values, and how they contribute to a sense of personal meaning.

**Topics**
- Comparative Religions and world view
- Religious communities
- Spirituality
- Social Justice

**Assessment**
Comparative Religions and world view (25%)
Religious communities (25%)
Spirituality (25%)
Social Justice (25%)
Rationale
This subject is a compulsory subject for all Year 11 students. The subject is designed to prepare students for the demands of Stage 2 Research Project. Students explore a range of research approaches and skills. They learn that different approaches to research are appropriate to different contexts and purposes. Students learn how to analyse different types of data and information from different sources. They will further learn how to evaluate different sources of information in terms of credibility and bias.

Learning Requirements
- Demonstrate knowledge and understanding of the purpose of research
- Demonstrate knowledge and understanding of research approaches
- Develop specific research skills
- Consider the appropriateness, uses, and limitations of specific sources
- Interpret and analyse information and data.

Topics
Exploring Research Approaches
Exploring Research Skills

Assessment:
Assessment Type 1: Folio
Assessment Type 2: Sources Analysis.
For this 10-credit subject, students will provide evidence of their learning through four or five assessments. Each assessment type will have a weighting of at least 20%. Students undertake: one folio consisting of at least two assessment tasks and at least two source analysis assessments.

SUBJECT DESCRIPTORS - STAGE 1

Research Practices 10 Credits

Rationale
This subject is to prepare students for Stage 2 Specialist Mathematics. It is studied for the whole year in conjunction with two semesters of Stage 1 Mathematical Methods. Students considering doing Specialist Mathematics at Stage 2 need to successfully complete this subject. Specialist Mathematics at Stage 2 (Year 12) is required for a number of different careers, such as engineering. This subject introduces students to new areas of Mathematics such as vectors and complex numbers, which are applied in Physics and computing. It investigates Trigonometry as a function and extends students' geometrical knowledge.

Learning Requirements
By the end of this unit, students:
- Understand the concepts and techniques in combinatorics, geometry, vectors, trigonometry, real and complex numbers and matrices.
- Apply reasoning skills and solve problems in combinatorics, geometry and vectors.
- Communicate their arguments and strategies when solving problems.
- Construct proofs in a variety of contexts including algebraic and geometric.
- Interpret mathematical information and ascertain the reasonableness of their solutions to problems.

Topics
Semester 1
- Combinatorics - permutations and combinations
- Vectors - introduction to vectors, parallel and perpendicular, scalar product
- Geometry - rules for geometric shape, cyclic quadrilaterals

Semester 2
- Trigonometric Functions - graphing, identities, reciprocals
- Matrices - Applications to solving equations and transformations
- Real and Complex Numbers - introduction to proofs, complex number operations, graphing and application to solving equations.

Assessment
There will be a test on each topic and a directed investigation on one of the topics. There will be a test or part of a test with no calculator. Students will require their own graphics calculator.
Rationale
In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry from the perspectives of host, tourism operator and traveller. They investigate tourism locally, nationally and globally and show understanding of the sustainable management of tourism. Students identify and investigate tourism trends, developments, or contemporary issues. They apply their knowledge, skills and understanding about tourism to form personal opinions, make informed recommendations, form reasoned conclusions, and predict future options.

Learning Requirements
In this subject, students are expected to:
- Understand tourism knowledge, including the nature of tourists, tourism, and the tourism industry
- Apply an understanding of tourism concepts, including sustainable tourism and cultural sustainability in different contexts — local, national, and global
- Investigate and analyse tourism trends, developments, or contemporary issues
- Apply practical tourism skills in different contexts
- Interpret and analyse information about tourism to recognise different perspectives and clarify their own perspectives
- Communicate information about tourism for particular audiences and purposes, using appropriate terminology, forms, and acknowledgment of sources.

Topics (may include)
- History of Tourism
- Exploring Tourism in the Local Area
- Examining local impacts of Tourism
- Understanding tourism and Natural Environments
- Tourism Industry Skills
- Examining Tourism and Technological Change

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Tourism:
Assessment Type 1: Case Study
Assessment Type 2: Sources Analysis
Assessment Type 3: Practical Activity
Assessment Type 4: Investigation

Assessment at Stage 1 is school based.

Rationale
Vetamorphus enables students to grow in their understanding of the Bible and its application to daily life, develop leadership skills, establish Christ-like character and engage in practical Christian service. On successful completion students will receive a nationally recognised Certificate III in Christian Ministry and Theology.

Learning Requirements / Topics
Christian Ministry Placement: (Min 56 hrs)
Participate in a supervised ministry practice, which will include:
- A major project (e.g. teaching, youth leadership, social justice activities)
- A live in mission project (e.g. leading on a camp)

Peer Group Supervision: (Min 75 hrs)
Meeting with other students and the peer group supervisor each week to:
- Discuss ministries
- Draw from the experience of the supervisor
- Participate in creative learning exercises
- Receive guidance/input regarding course requirements.

Mentoring: (Min 10 hrs)
Meeting with a mature Christian on a regular basis, during which students explore their personal journey of faith, and draw on the wisdom of a mature Christian.

Retreats:
There are three weekend retreats in which Vetamorphus students from the state gather together for input, inspiration, shared experience and mutual encouragement. This may include worship, talks, group activities, discussion and workshops. Plus some down time to spend with friends!

Private Study: (Min 45 hrs)
A course of reading (including reading through the New Testament) with learning exercises to be completed. Students will also maintain a personal journal.

Christian Community: (Min 30 hrs)
Students regularly participate in Christian worship and reflect on these experiences with their peer group supervisor.

Time commitment: Min 276 hrs up to 420 hrs
Students who complete the Vetamorphus course will gain 60 credit points towards the SACE. Vet courses attract an additional fee for students. Final cost is approximately $120 for the 3 retreats.
**Visual Arts—Art or Design**  
*20 Credits*

**Rationale**  
Different social and cultural groups produce images, forms, and objects for a variety of purposes. The visual arts include art, craft and design, all of which have important social, cultural and economic functions in many societies. Through the visual arts, people conceive works, express shared beliefs, explore personal feelings, record experiences, and present concepts and opinions. Art is one facet of visual arts practice.

**Learning Requirements**
- Conceive, develop and make visual artworks that reflect individuality and the development of a personal aesthetic
- Demonstrate visual thinking through the conception, evolution and evaluation of ideas and the development of skills with media, materials, techniques and technologies
- Apply skill in using media, materials, techniques and technologies to solve problems and resolve visual artworks
- Communicate knowledge and understanding of their own and other practitioners' visual artwork(s)
- Describe, analyse and respond to visual artworks in social, cultural and historical contexts.

**Topics**
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

**Assessment**
- Folio (40%)
- Practical (30%)
- Visual Study (30%)

*** There will be a levy of approximately $50 per semester for students undertaking Visual Arts to cover the cost of some materials.

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**Workplace Practices**  
*10 or 20 Credits*

**Rationale**  
This subject is designed for students who are transitioning from school into the workplace and/or completing VET competencies and/or require further opportunity to develop post-school planning. Students gain a deeper understanding of the world of work and some of the issues faced by a variety of industries in the 21st century. Students are required to develop their practical and employability skills through the running of a small coffee business and by participation in workplace learning.

**Learning Requirements**
- Demonstrate knowledge and understanding of industry and work.
- Develop and apply relevant work skills.
- Identify and investigate processes and issues related to work, industry, and the workplace.
- Work independently and with others.
- Review, and reflect and report on, their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

**Topics**
*Semester 1*
- The World of Work
- Worker’s Rights and Responsibilities
- The Value of Unpaid Work (volunteering)
- Vocational Learning

*Semester 2*
- The Coffee Industry
- Current Trends in the Labour Market
- Career Planning
- Vocational Learning

**Assessment**
For each 10 credit subject students will provide evidence of learning through four assessment tasks.
- Folio (two tasks – 20% each)
- Performance – 30%
- Reflection – 30%
STAGE 2 SUBJECTS 2018

The minimum compulsory number of Stage 2 subjects required to complete the SACE is 3 full year (20 credits each) subjects plus a research project (10 credits). Students who wish to gain the university entrance score (ATAR) must complete 4 full year subjects (20 credits each) + Research Project B (10 credits).

Christian Studies is a compulsory subject for one Semester.

Students choose from the following subjects:

- Biology
- Business & Enterprise
- Chemistry
- Child Studies
- Chinese (Background Speakers / Continuers)
- Community Studies
- Drama
- English / Essential English / English Literary Studies
- Essential Mathematics / General Mathematics / Mathematical Methods
- Food and Hospitality
- Geography
- German
- Information Processing and Publishing
- Information Technology
- Legal Studies
- Modern History
- Music: Composing and Arranging / Ensemble Performance / Musicianship / Solo Performance
- Physical Education
- Physics
- Psychology
- Research Project A
- Research Project B
- Specialist Mathematics
- Visual Arts—Art or Design, Creative Arts
- Workplace Practices (with Technology focus)

Many Tertiary or Higher Education courses have specific subject prerequisites & entry requirements which are in addition to qualifying for the SACE. These vary between each of the institutions & individual courses. You will need to refer to Tertiary entrance 2018 Information booklet, SATAC/VTAC Guides, the Job & Course Explorer computer programme, individual institution handbooks or your Counsellors for the specific details of any prerequisites or entry requirements that you may need to become eligible to apply for entry into a course.
**Rationale**
The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics.

**Learning Requirements**
In this subject, students are expected to:
- Apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices
- Obtain, record, represent, analyse, and interpret the results of biological investigations
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- Develop and apply knowledge and understanding of biological concepts in new and familiar contexts
- Explore and understand science as a human endeavour
- Communicate knowledge and understanding of biological concepts and information, using appropriate terms, conventions, and representations.

**Topics**
- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

**Assessment**
Investigations folio (30%)
At least 2 practical investigations and 1 human endeavour investigation
Skills and application tasks (40%)
At least 3 skills and applications tasks
External exam (30%) 2 hours

Students who wish to study Biology at Stage 2 are recommended to study at least 1 semester at Stage 1.

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**Rationale**
Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students learn about the interrelationship between business, enterprise, and technology and their impacts locally, nationally, and globally. Students develop an understanding of how the use of technology has created new and rapidly changing opportunities in many aspects of work and social living. They are able to appreciate how businesses influence local, regional, national, and global systems and institutions in the construction and operation of economic, social, technological, and environmental frameworks.

The study of Business and Enterprise enables students to develop an understanding of business and enterprise cultures and technological systems as they operate in and affect the global environment. Students have the opportunity to engage with innovations and ideas, as well as to reflect on current issues in business and enterprise and to make informed decisions. They also make and evaluate decisions about the allocation and management of resources to develop solutions that meet the needs of individuals, organisations, and communities.

**Learning Requirements**
By the end of Stage 2 Business and Enterprise, students will be able to:
- Understand the nature, role, and structure of business and enterprise, locally, nationally, and globally
- Understand the relationship between business theory and practice, and recognise and explain the conventions that apply in small business
- Communicate in ways that are suitable for the business environment and for the purpose and audience, including by the appropriate use of information and communication technologies
- Apply relevant business ideas and concepts such as business planning, product development, financial management, and marketing
- Assess current trends, opportunities, and issues that have an impact on business and enterprise
- Evaluate the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts.
SUBJECT DESCRIPTORS - STAGE 2

**Business & Enterprise (continued)**

**Topics**
- The Business Environment
- People, Business and Work
- Business and Marketing.

**Assessment**
Practical Task (20%): Students develop their own marketing plan.
Issue Study (20%): Students investigate a current issue effecting Australian businesses and analyse its impacts.
External Component (30%): Situation Analysis – examining a local business, how it functions and its success.

**Chemistry**

**Rationale**
In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources.
Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

**Learning Requirements**
In this subject, students are expected to:
- Apply science inquiry skills to design and conduct chemistry investigations using appropriate procedures and safe, ethical working practices
- Obtain, record, represent, analyse, and interpret the results of chemistry investigations
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- Develop and apply knowledge and understanding of chemical concepts in new and familiar contexts
- Explore and understand science as a human endeavour
- Communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions, and representations.

**Topics**
- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources.

**Assessment**
Investigations folio (30%)
At least 2 practical investigations and 1 human endeavour investigation
Skills and application tasks (40%)
At least 3 skills and applications tasks
External exam (30%) 2 hours

Students who wish to study Chemistry at Stage 2 must complete 2 semesters at Stage 1.
**SUBJECT DESCRIPTORS - STAGE 2**

**Child Studies**

**Rationale**
Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children. Students investigate contemporary issues that are relevant to children and their development. They have opportunities to build their understanding of the range of attitudes, values, and beliefs of people in the wider community in relation to children and child-rearing practices.

**Learning Requirements**
In this subject, students are expected to:
- apply knowledge and problem-solving skills to practical activities and concepts related to the study of children and their development from conception to 8 years
- apply management, organisational, and problem-solving skills that demonstrate an understanding of issues related to the health and well-being of children
- make and justify decisions about issues related to child development
- select and use appropriate technology to prepare learning activities for children in a culturally diverse society
- investigate, critically analyse, and evaluate contemporary trends and/or issues related to the health and well-being of children
- work individually and collaboratively to support the health and well-being of children, and evaluate processes and outcomes
- evaluate the impact of technology on the health and well-being of children

**Topics**
Topics may include:
- Healthy Lunchbox
- Leading a Lesson
- Children’s Literature
- Canteen Food
- Learning Through Play
- Kitchen Safety

**Assessment**
*School based assessment*
- Practical Activity (50%)
- Group Activity (20%)

*External assessment*
- Investigation (30%)

**Chinese (Background Speakers)**

**Rationale**
Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world’s population. It is the major language of communication in China, Taiwan and Singapore and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia. Australia now has a strong connection through trade, political and cultural contacts with both the Peoples’ Republic of China and other nations where Chinese communities are important contributors to their growth and diversity. Chinese culture and language have a continuous history of more than 5000 years. The study of Chinese provides access to an important cultural and linguistic heritage. Studying Chinese can provide a basis for continued learning and a pathway for students into post-secondary options. The options might include employment domestically or internationally in areas such as tourism, technology, finance, services and business.

**Learning Requirements**
In this subject, students are expected to:
- Develop and apply linguistic and intercultural knowledge, understanding and skills
- Interact with others to exchange and explain information, opinions, and ideas
- Create texts to express ideas, opinions and perceptions on contemporary issues
- Analyse, evaluate and respond to a range of texts
- Examine relationships between language, culture and identity
- Reflect on the ways in which culture influences communication.

**Topics**
- China and the World
- Modernisation and Social Change
- The Overseas Chinese Speaking Communities
- Language in Use in Contemporary China

**Assessment**
*Folio (50%; School-based Assessment)*
- Interaction, Text Production, Text Analysis

*In-depth Study: (20%; school-based Assessment)*

*External Assessment (30%)*
Rationale
Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world’s population. It is the major language of communication in China, Taiwan and Singapore and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia. Australia now has a strong connection through trade, political and cultural contacts with both the Peoples’ Republic of China and other nations where Chinese communities are important contributors to their growth and diversity. Chinese culture and language have a continuous history of more than 5000 years. The study of Chinese provides access to an important cultural and linguistic heritage. Studying Chinese can provide a basis for continued learning and a pathway for students into post-secondary options. The options might include employment domestically or internationally in areas such as tourism, technology, finance, services and business.

Learning Requirements
In this subject, students are expected to:
- Develop students’ abilities to use Chinese to communicate with others
- Understand and appreciate the cultural contexts where Chinese is used
- Reflect on their own cultures through the study of Chinese culture
- Understand a language as a system
- Make connections between the Chinese language and other languages
- Develop cognitive, learning and social skills
- Apply Chinese to such areas as work, training, further study or leisure.

Topics
Semester 1
- Festivals and celebrations
- Urban and rural life
- Holidays and travelling
- Personal identity – personality and relationships
- Youth issues

Semester 2
- Future career plans and employment
- Leisure activities and social life
- In-depth study

Assessment
Folio (50%; School-based Assessment)
Interaction: conversations, interviews, discussions or multimodal presentations
Text Production: two texts in written Chinese, including an essay and a report
Text Analysis: analyse and reflect on language use by responding to two multimodal texts in Chinese
In-depth Study: (20%; school-based Assessment)
- Chinese Oral Presentation
- Chinese Written Response
- English Reflective Response

External Assessment (30 %)

Rationale
Christian Studies is a core subject at St Martins Lutheran College. Each student is expected to participate in this subject. Christian Studies is offered as two lessons per week for the first semester.

Topics
May include, but are not limited to:
- Spirituality
- Life as a journey
- Acts of Service
- Community

Assessment
There are no assessment tasks for the subject as such, but students are expected to interact in the learning experience.
### Community Studies

**Rationale**
This subject is designed for students who desire to develop specific skills and knowledge and who may require a flexible learning arrangement. They interact with teachers, peers and community members, and focus on achieving personal growth within a guided and supported learning program. An identifying feature of this subject is the autonomy it provides students in deciding the focus and direction of their community activity. Community Studies is a highly individualised subject to meet specific learning needs. Examples of past Stage 2 Community Studies include (but not limited to) designing a website, acting in a drama performance, designing and constructing furniture from recycled materials, designing and constructing a piece of furniture.

**Learning Requirements**
In this subject students are expected to:
- Negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for the contract of work
- Identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development
- Work individually and with others
- Locate, select, organise, and use ideas, resources, and information
- Learn in a range of settings, including the school and the wider community
- Take practical action in the community
- Seek feedback from the community, and reflect on their own learning.

**Areas of Study**
Students and teacher develop an individual program of learning around his or her interests, knowledge, and skills. Each student prepares a contract of work to undertake a community activity in one of the following six areas of study:
- 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**
For each 20 credit subject, students will provide evidence of learning through two assessment types: **Assessment Type 1**: Folio (70%) - comprising Contract of Work, evidence of skill and knowledge development, final Community Activity, and presentation. **Assessment Type 2**: Reflection (30%) – externally assessed

### Drama

**Rationale**
Drama allows students to develop and present theatre performances and productions through the study of acting, play-building, theatre technology, scriptwriting, theatre history, text analysis, live theatre and artists at work. Creating a drama performance involves students in complex and critical thinking processes and builds confidence, self-awareness, a world view, group skills and individual expertise.

**Learning Requirements**
In this subject, students are expected to:
- Develop, communicate, and apply knowledge and skills in conceiving, developing, creating, interpreting, evaluating, and presenting dramatic works
- Demonstrate and communicate knowledge and understanding of the theories, concepts, skills, techniques, and technologies of drama
- Respond to performed drama and dramatic texts in an analytical and reflective manner, using arts-specific terminology
- Work both independently and collaboratively to achieve dramatic outcomes
- Apply knowledge, understanding, and analysis of the interdependent nature of drama and dramatic elements
- Investigate, integrate, analyse, and evaluate information, concepts, and ideas to communicate for dramatic purposes.
- Communicate and articulate ideas to an audience, through a variety of forms and methods.

**Topics**
- Topics are flexible depending on the group of students undertaking the subject. They may include, but are not limited to;
  - Absurdist Theatre
  - Australian Theatre
  - Bertolt Brecht
  - Commedia dell’Arte
  - Set Design
  - Baz Luhrmann
  - Stanislavski
  - Tim Burton etc

**Assessment**
Group analysis and creative interpretation (20%)
Review and Reflection (30%)
Interpretive Study (20%)
Presentation of Dramatic Works (30%)
**SUBJECT DESCRIPTORS - STAGE 2**

### English

**Rationale**
In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

**Learning Requirements**
In this subject, students are expected to:
- Analyse the relationship between purpose, context, and audience in a range of texts
- Evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
- Analyse how perspectives in their own and others’ texts shape responses and interpretations
- Create and evaluate oral, written, and multimodal texts in a range of modes and styles
- Analyse the similarities and differences in texts
- Apply clear and accurate communication skills.

**Topics**
- Responding to Texts
- Creating Texts

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

**School Assessment (70%)**
- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)
- Assessment Type 3: Comparative Analysis (30%)

Students complete: three responses to texts, four created texts (one of which is a writer’s statement) and one comparative analysis.

### English Literary Studies

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

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

**Learning Requirements**
In this subject, students are expected to:
- Understand the interplay between author, text, and context
- Analyse how ideas, perspectives, and values are represented in texts and how they are received by audiences
- Analyse and compare texts, through the identification of the structural, conventional, and language and stylistic features used by authors
- Use evidence to develop critical reasoning and support sustained argument to justify critical interpretation of a text
- Develop analytical responses to texts by considering and challenging other interpretations
- Create oral, written, and/or multimodal texts that experiment with stylistic features by using and adapting literary conventions
- Express ideas in a range of modes to create texts that engage the reader, viewer, or listener.

**Topics**
- Shared Studies: study of three texts – one novel, one film, one play; study of poetry; study of a range of short texts.
- Comparative Text Study: comparative study of two texts – one from the shared studies and one independently chosen by the student.
- Creating Texts: transforming texts; and creating a written, oral or multimodal text.
Assessment
Students provide evidence of their learning through up to nine assessments, including the external assessment component.

School Assessment (70%)
- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)

External Assessment (30%)
- Assessment Type 3: Text Study:
  Part A: Comparative Text Study (15%)
  Part B: Critical Reading examination (15%)

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

Learning Requirements
In this subject, students are expected to:
- Extend communication skills through reading, viewing, writing, listening, and speaking
- Consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts
- Examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences
- Analyse the role of language in supporting effective interaction
- Create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes.

Topics
- Responding to Texts
- Creating Texts
- Language Study.

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

School Assessment (70%)
- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)
- Assessment Type 3: Language Study (30%)

Students complete: three assessments for responding to texts, three assessments for creating texts and one language study.
**Essential Mathematics**

**Rationale**
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, measurements and geometry and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

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

**Learning Requirements**
In this subject, students are expected to:
- Understand mathematical concepts and relationships
- Select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
- Investigate and analyse mathematical information in a variety of contexts
- Interpret results, draw conclusions, and consider the reasonableness of solutions in context
- Make discerning use of electronic technology.
- Communicate mathematically and present mathematical information in a variety of ways.

Students will require their own graphics calculator.

**Topics**
1. Scales, plans and models
2. Measurement
3. Business applications
4. Statistics
5. Investments and loans
6. Open topic

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

**Assessment**

**School Based Assessment**
Skills and Application tasks (30%) - 4 tests
Folio (40%) - 3 investigations

**External Assessment**
Examination (30%) - one at the end of each semester.

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**Food and Hospitality**

**Rationale**
This subject examines the contemporary and changing nature of the food and hospitality industry and its impact on Australian society. The food and hospitality industry influences, and is influenced by, economic, environmental, legal, political, sociocultural, and technological factors at local, national, and international levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

**Learning Requirements**
In this subject, students are expected to:
- Apply knowledge and problem-solving skills to practical activities in food and hospitality and to reflect on processes and outcomes
- Develop and implement practical skills, including management skills, in an individual or a collaborative context
- Make informed decisions about, and reflect on, contemporary issues related to the food and hospitality industry
- Select and use appropriate technology to prepare and serve food, applying safe food-handling practices
- Investigate contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings
- Work individually and collaboratively to prepare and present activities that support healthy eating practices
- Reflect on the impact of new and emerging technologies on food and hospitality.

**Topics**
- Contemporary and future issues eg: Contemporary trends in the industry
- Economic and environmental influences eg: the impact and promotion of the fast food industry
- Political and legal influences eg: current food hygiene legislation
- Sociocultural influences eg: the changing image of Australian cuisine
- Technological influences eg: current technological advances in the industry.

**Assessment**

**School based assessment**
Assessment Type 1: Practical activity (50%)
Assessment type 2: Group activity (20)

**External assessment**
Assessment type 3: Investigation (30%)
Rationale
General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices and discrete models. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Learning Requirements
In this subject, students should be able to:

- Understand mathematical concepts, demonstrate mathematical skills and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts.
- Recognise and apply the mathematical techniques needed when analysing and finding a solution to a problem, including the forming and testing of predications.
- Interpret results, draw conclusions, and reflect on the reasonableness of solutions in context.
- Make discerning use of electronic technology to problem solve.
- Communicate mathematically and present mathematical information in a variety of ways.

Students will require their own graphics calculator.

Topics
1. Modelling with Linear Relationships
2. Modelling with Matrices
3. Statistical Models
4. Financial Models
5. Discrete Models
6. Open topic

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

Assessment
School Based Assessment
Skills and Application tasks (30%) - 5 tests
Folio (40%) - 2 investigations

External Assessment
Examination (30%) - one at the end of each semester.

Rationale
Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. Students pose and seek answers to questions of what, where, who, why, how, and when, and evaluate responses. The discipline of geography deals with diverse environmental phenomena and human activities, including natural hazards, landforms, tourism, economic development, agriculture, and urban planning. Students develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities and challenges for, and constraints on, such interactions. Students develop an appreciation of the interdependencies of physical and human environments and an understanding of geographical differences. Students come to understand the interconnections between environmental and human systems. Fieldwork plays a critical role in the development of student’s skills and understanding. It includes developing a hypothesis, collecting and record fieldwork data, using observation and note-taking, measuring and counting, sketching and annotating, photography, interviewing, mapping primary data, developing models, and carrying out surveys. Students will collate fieldwork data, using techniques such as listing, tabulating, graphing, constructing diagrams, mapping, and reporting. They then analyse, manipulate, and interpret fieldwork data, using appropriate technologies and complete organised fieldwork reports that integrate appropriate fieldwork data and supportive primary and secondary data.

Learning Requirements
In this subject, students are expected to:

- Demonstrate knowledge and understanding of geographical concepts of: place, space, environment, interconnection, sustainability, scale and change
- Demonstrate knowledge and understanding of the complexity of human-environment interdependence in local, national and/or global contexts
- Use geographical skills including the use of spatial technologies and fieldwork techniques, to examine geographical features, patterns and processes
- Analyse information to evaluate projections for change and make recommendations for improvements to human and physical environments
- Evaluate the environmental, social and economic causes, effects and consequences of change
Geography (continued)

- Communicate geographical information, using subject specific terminology and visual representations.

Topics
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

Fieldwork

Assessment
School Assessment (70%)
Assessment Type 1: Geographical Skills and Applications (40%)
Assessment Type 2: Fieldwork Report (30%)

External Assessment (30%)
Assessment Type 3: Examination

German

Rationale
German has long been recognised as a ‘world’ language of culture, music, theology, philosophy and a key language in the fields of science, medicine, economics and technology. German-speaking countries have emerged as strong international leaders in trade, commerce and politics. German is part of one of Australia’s largest trading partners, the European Union, and German is the major commercial language in Eastern Europe. The German language is the key to interacting effectively with German speakers and provides a clearer understanding of the culture, beliefs, attitudes and values of German speakers.

Course duration: this is a 20 credit, full year course.

Assumed knowledge: it is assumed that students have successfully completed Stage 1 German Continuers.

Learning Requirements
This subject focuses on using German to communicate, on understanding the cultural contexts in which German is used, and on making connections between German and English and/or other languages. Students increase their understanding of language as a system, develop cognitive, learning and social skills, and reflect on their own culture(s) through the study of another.

Students will develop the ability to:
- Use German to communicate with others
- Reflect on their own culture(s) through the study of other cultures
- Make connections between German and English and/or other languages
- Apply German to work, further study, training or leisure.

At the end of the program, students should be able to:
- Exchange information, opinions and experiences in German
- Express ideas through the production of original texts in German
- Analyse, process and respond to texts that are in German
- Understand aspects of the language and culture of German-speaking communities.

Meeting these learning outcomes will involve using the skills of listening, speaking, reading and writing, either individually or in combination and being able to move between German and English.
German (Continued)

**Topics**
- Life as an exchange student
- Youth culture and concerns
- Sport, health and nutrition
- Travel and holidays
- The world around us
- Education and employment
- Jobs and careers

**Assessment**

*School based assessment (70%)*
- Oral interaction
- Text production
- Text analysis
- Investigation

*External assessment (30%)*
- Oral examination
- Written examination

Students will be required to purchase “Shaum’s German Grammar”.

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**Information Processing and Publishing**

**Rationale**
Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

**Learning Requirements**
In this subject, students are expected to:
- Understand, select, and use appropriate hardware and software for the completion of text-based communication tasks.
- Apply manipulative and organisational skills to the use of information processing technology.
- Apply layout and design principles to the production of text-based documents or presentations.
- Understand and apply the design process in planning and producing text-based products.
- Evaluate text based products and the design process used.
- Understand, analyse and evaluate the impact of social, ethical, and/or legal issues related to information processing and publishing technologies.

**Topics**
This is a one year subject with two focus areas. These areas will be integrated throughout the year. Focus areas are Electronic Publishing (building websites) and Desktop Publishing (paper based products).

**Assessment**

*School based assessment*
- Practical tasks (40%)
- Issues analysis (30%)

*External assessment*
- Product and documentation (30%)
- Final summative task, a website and two paper based products—based on a local tourist Arts Festival.
Information Technology

**Rationale**
Information technology is a dynamic area characterised by frequent change. The use of information technology systems has changed how tasks and jobs are undertaken, creating new opportunities in many aspects of people’s lives. The study of information technology systems allows students to critically analyse the limitations and consequences of present technologies and to consider the implications of potential technologies. Students learn how a computer-based system comprises people, software and hardware, and how to apply their knowledge and skills to a range of methods to collect and process data, and transmit and produce information.

**Learning Requirements**
In this subject students are expected to:
- Use appropriate communication methods and tools to explain information technology concepts, including how data is represented and transferred in computer-based systems
- Apply skills and concepts with computer application software to manipulate and process data to produce outcomes involving complex processes
- Apply the systems development life cycle and other information technology knowledge, skills and problem-solving techniques to create and document user-friendly, reliable, and accurate systems in response to identified problems
- Critically analyse the responsibilities of the developer of systems
- Critically analyse and discuss ethical use of current and potential computer-based systems/technologies and their social impact on individuals and society.

**Topics**
Two core topics and two option topics will be studied:
- Information Systems
- Computer and Communication Systems

**Option topics:**
- Relational Databases
- Application Programming
- Multimedia Programming
- Website Programming
- Dynamic Websites

**Assessment**
- Folio (20%)
- Skills and application tasks (30%)
- Project (20%)
- External Exam (30%)

Legal Studies

**Rationale**
Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates how that system responds and contributes to social change while acknowledging tradition. Students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

Legal Studies provides insight into law-making and the processes of dispute resolution and administration of justice. Students evaluate the merits of the adversary system of trial and other forms of dispute resolution systems and processes. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Legal Studies enables students to develop their civic literacy and awareness of how active and informed citizenship can improve society. By examining the system of constitutional government in Australia, students recognise the rights and responsibilities of individuals, groups, and institutions. Through the examination of their own values and attitudes, students have an opportunity to reflect critically on values inherent in the Australian legal system.

**Learning Requirements**
By the end of Stage 2 Legal Studies, students will be able to:
- Display knowledge and understanding of the influences that have shaped the Australian legal system
- Know, understand, and analyse legal principles, processes, and structures
- Recognise ways in which the Australian legal system responds to diverse groups in the community
- Demonstrate civic literacy through inquiry into the legal system
- Analyse the Australian legal, constitutional, and justice systems
- Communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.

**Topics**
Stage 2 Legal Studies is a 20-credit subject that consists of the following four topics:
- The Australian Legal System
- Constitutional Government
- Law-making
- Justice Systems
Legal Studies (continued)

Assessment

School Based Assessment
Folio (50%) – can include test, essays, presentations, timed writing pieces, sources analysis.

Inquiry Task (20%) – Students undertake an investigation of a contemporary legal issue, relating to areas studied, develop their own question and present their findings (choice of presentation option).

External Assessment (30%) – Examination, consisting of two parts – Short Response and Extended Response.

Mathematical Methods

Rationale
Mathematical Methods Stage 2 gives an excellent preparation for Science, Engineering, Veterinary and some medical courses. It challenges students with high level algebra and calculus. This subject also looks at the practical applications of statistics and why statistical decisions are made. Mathematical Methods enables students to experience and understand Mathematics at a high level in Secondary School. It deals with phenomena from students’ common experiences as well as from scientific, professional and social contexts.

Learning Requirements
In this subject, students are expected to:
- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts.
- Think mathematically by posing questions, solving problems, applying models and making, testing and proving conjectures.
- Interpret results, draw conclusions, and determine the reasonableness of solutions in a context.
- Make discerning use of electronic technology to solve problems and refine and extend mathematical knowledge.
- Communicate mathematically and present mathematical information in a variety of ways.

Topics
- Further differentiation and applications
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous random variables and the normal distribution
- Sampling and confidence intervals

Students will require their own graphics calculator.

Assessment

School based assessment
Skills and application tests (45%)
Folio: Directed Investigation (25%)

External assessment
Examination (30%) – 3 hours at the end of the year.

Students who wish to study Maths Methods in Year 12 must do 2 semesters in Year 11.
**Modern History**

**Rationale**
Students of History have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present. History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions. History builds understanding through the investigation of historical concepts and ideas such as change and continuity; historical empathy; power and its distribution; the causes and resolution of conflicts; and rules and rulers. By gaining historical perspectives, students are able to see change and continuity in a wider context. They develop an understanding of how and why events happened in the past and how they, as citizens in society, can influence the future.

**Learning Requirements**
By the end of Stage 2 Modern History, students will be able to:
- understand and explore historical concepts
- understand and explore the role of ideas, people, and events in history
- analyse ways in which the development of modern nations has been shaped by both internal and external forces and challenges
- analyse interactions and relationships among nations, states, and/or groups, and their short and long-term impacts on national, regional, and/or international development
- apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
- draw conclusions and communicate reasoned historical arguments.

**Topics**
Students study one topic from ‘Modern Nations’ and one topic from ‘The World since 1945’, selected from the following list of topics:

**Modern Nations:**
- Australia (1901-1956)
- USA (1914-1945)
- Germany (1918-1948)
- The Soviet Union and Russia (1945-c.2004)
- Indonesia (1942-2005)
- China (1949-2012)

**The World since 1945:**
- The Changing world order
- Australia’s relationship with Asia and the South Pacific region
- National self-determination in South-East Asia
- The struggle for peace in the Middle East
- Challenges to Peace and Security
- The United Nations and Establishment of a global perspective

**Assessment**

**School Assessment (70%)**
- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)

**External Assessment (30%)**
- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through seven assessments, including five historical skills assessments, one historical study and one examination.
Music Subjects (Introduction)

Credits: Stage 2 Music subjects may be undertaken as one or more 10 credit subjects.

Capabilities
Personal development, citizenship, communication and learning.

A range of Stage 2 Music subjects are offered:
- Composing and Arranging (2MCG10)
- Ensemble Performance (2MBL10)
- Musicianship (2MNP10)
- Solo Performance (2MFC10)

Other music subjects are offered by negotiation:
- Musical Styles (2MCX10)
- Music Technology (2MHY10)
- Music Individual Study (2MVS10)
- Performance, Special Study (2MPF10)

Prerequisites or assumed knowledge:
A “C” grade in Stage 1 Music is required for:
- Composing and Arranging
- Musicianship
- Solo Performance

Any student wishing to undertake Stage 2 Music studies must have an interview with the Director of Music to determine whether he/she has the skill level required for success.

In order for you to achieve meaningful outcomes from this course it is a requirement of this course that you undertake individual lessons on your principal instrument/voice either via face to face teaching or using an online service provider.

General Subject Description for Music Subjects
Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, aural and written skills, and their capacity to make informed interpretative and aesthetic judgments. 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.

Music—Composing & Arranging

Rationale
This subject develops students’ musical imagination and creativity by composing and/or arranging musical works.

Learning Requirements
The following two areas of study must be covered:
- Folio of Minor Works with Commentary
- Major Work with Analysis

Topics
External Assessment: Major Work
Students complete a work for any medium or ensemble with a minimum of three parts (e.g. melody, bass, accompanying melody/figures) and an analysis. The assessment component consists of two parts:
- Part 1: Major Work – a Composition or an Arrangement
- Part 2: Analysis of the Major Work.

Part 1: Major Work - Composition or Arrangement
The composition/arrangement must be the work of the student, and must be completed during his or her current study of this subject. Computer-generated instrumental/vocal parts or pre-existing midi, etc., must not be included. Students submit a score and recording of the work. A printed or recorded copy of the original music/melody must be included for every theme used in an arrangement.

Part 2: Analysis of the Major Work
Students present an oral or written analysis of their major work. An oral analysis may be up to a maximum of 6 minutes (not including musical examples) and should be supported by backup work. A written analysis may be up to a maximum of 1000 words (not including musical examples) and may include complete sentences, dot points, diagrams, and notated musical examples. The Major Work is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Major Work with reference to performance standards.

Assessment
Students demonstrate evidence of their learning through the following assessment types:
School Based Assessment
Folio of Minor Works (70%)
External Assessment
Major Work (30%)
This is a 10 credit subject offered across the full year; and should be paired with another Stage 2 Music subject.

Rationale
This subject develops students’ skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

Learning Requirements
Students who study Ensemble Performance and/or Performance Special Study and/or Solo Performance may perform on the same instrument/voice in all subjects.

In general, students participate in one of the following throughout the subject:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir, vocal ensemble, or with a solo performer (as an accompanist)
- A performing arts production (as a singer or an instrumentalist)

Students perform on only one instrument or the voice and in only one ensemble. Students may perform as a vocalist and as an instrumentalist. They may also perform with recognised doublings such as saxophone and clarinet.

Students prepare and present three public performances, comprising two initial performances and one final performance.

Assumed Knowledge
Practical Skills on a principal instrument - approx. AMEB Grade 4 standard. Students are also encouraged to be involved in the College’s co-curricular music program.

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

School Based Assessment
First Performance (30%)
Second Performance (40%)
Final Performance (30%)

Students perform in the ensemble in a practical examination, comprising one public summative performance of 10 to 12 minutes, either live or filmed. Students are required to perform, individually, selections from their parts in the final performance.

The Final Performance is marked by external assessors with reference to performance standards.
Part 1 consists of multiple-choice and short-answer questions on aspects of rhythm, pitch, and musical techniques. It draws on the aspects of music which are outlined in the 'Theory, Aural Recognition, and Musical Techniques' section of the Content. Part 2 consists of one harmonisation question. Students can undertake the harmonisation question for Option A, Option B, or Option C. The examination is marked by external assessors.

Solo Performance is a half subject offered over the full year and should be paired with another Stage 2 music subject.  

Rationale  
This subject develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Students who study Ensemble Performance and/or Performance Special Study and/or Solo Performance may perform on the same instrument/voice in all subjects.

Learning Requirements  
Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. The performance of a vocalist who accompanies himself or herself may include solo parts from each. Students may also perform with recognised doublings, such as piccolo and flute, tenor saxophone and alto saxophone, flute and saxophone, electric guitar and acoustic guitar. Students prepare and present public performances in which their total program includes a minimum of 18 minutes of different repertoire.

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

- School Based Assessment  
- First Performance (30%)  
- Second Performance (40%)  
- External Assessment  
- Final Performance (30%)  

Students perform in a practical examination. A solo summative performance of 10 to 12 minutes must be presented (live) for assessment. The Final performance is marked by external assessors with the class teacher. Students must present their program on an instrument pre-approved by the school music coordinator.
**Rationale**
The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

**Learning Requirements**
In this subject, students are expected to:
- Apply science inquiry skills to design and conduct physics investigations, using appropriate procedures and safe, ethical working practices
- Obtain, record, represent, analyse, and interpret the results of physics investigations
- Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- Develop and apply knowledge and understanding of physics concepts in new and familiar contexts
- Explore and understand science as a human endeavour
- Communicate knowledge and understanding of physics concepts, using appropriate terms, conventions, and representations.

**Topics**
- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms.

**Assessment**
Investigations folio (30%)
At least 2 practical investigations and 1 human endeavour investigation
Skills and application tasks (40%)
At least 3 skills and applications tasks
External exam (30%) 2 hours

Students who wish to study Physics at Stage 2 must have successfully completed 2 semesters at Stage 1.

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**Psychology**

**Rationale**
This subject focuses on the scientific nature of Psychology by involving students in the scientific methods and emphasising evidence-based procedures. The course aims to build students skills of critical thinking, identifying psychological processes in everyday experiences, applying knowledge to real life situations, investigating psychological issues and effective communication.

**Learning Requirements**
In this subject, students are expected to:
- Demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups.
- Analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence.
- Demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations.
- Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics.
- Demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations.
- Search for, record, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in different contexts.
- Undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

**Topics**
- Introduction to Psychology
- Social Cognition
- Learning
- Altered States
- Personality
- Healthy Minds

**Assessment**
Investigations folio (30%)
Skills and application tasks (40%)
External exam – 2 hours (30%)
Rationale
This is the only compulsory subject at Year 12. As such all students need to achieve a C-grade or better to complete their SACE requirements. The students will choose a topic of their interest to do an in-depth investigation over the course of three terms. This subject is worth 10 credit points which will be completed by the end of Semester One. If a student fails to achieve a C-grade or better they will have to re-do this subject in Semester Two. The subject provides students with opportunities to gain knowledge, learn and apply research processes specific to their research topic. This subject offers an exciting opportunity for students to embark on a study of something that they have a passion in or interest for.

Learning Requirements
In this subject, students are expected to:
- Generate ideas to plan and develop a research project
- Consider the relevance of one or more chosen capabilities to their research
- Analyse information and explore ideas to develop their research
- Develop and apply specific knowledge and skills
- Produce a research outcome
- Evaluate their research

In the Research Project students develop a research question that is based on an area of interest, and one or more capabilities that are relevant to their research.

Students use the research framework as a guide to developing their research and applying knowledge and skills specific to their research topic. They evaluate or reflect on the research processes used.

The four parts of the research framework are:
- Initiating and planning the research
- Carrying out the research
- Producing the research outcome
- Evaluating or reflecting on the research.

This framework has the flexibility to accommodate different models and approaches to research and inquiry-based learning, and to guide each student’s research, on any topic and in any context.

Assessment
To complete this subject, the students have to satisfactorily complete three assessment components:

Folio: 30%
- Research Proposal: an outline of their project
- Research Development: evidence of the research process
- Literature review/notes of all readings/extracts from readings
- Surveys, interviews, focus group discussions
- Primary data presentation and analysis
- Discussion: there will be one/two formal discussions with the teacher for 10 minutes.

Research Outcome: 40%
- In this section of the Research Project, students will put together their research findings and recommendations
- Some students may incorporate the production of practical products such as cookbooks, a new golf club, etc.

Evaluation/Review: 30%
- Students evaluate their whole experience of the project including the processes used, responses to challenges and opportunities and the usefulness of their outcome
- Students in Research Project A complete a review
- Students in Research Project B complete an Evaluation
- The Evaluation/Review is externally assessed.

There are two options available:
- Research Project A
- Research Project B

Word counts vary between the two. Both count towards an ATAR. Students will be counselled regarding which options may be most suitable when the course is underway.
Specialist Mathematics

**Rationale**
Specialist Mathematics Stage 2 gives an excellent preparation for Engineering, Science, aeronautical areas, computing areas and some teaching and medical courses. It challenges students with vectors, complex numbers and trigonometric functions. This subject looks at the practical application of these and both differential and integral calculus. Specialist Mathematics enables students to experience and understand Mathematics at the highest level in secondary school. It deals with phenomena from the students’ common experiences, as well as from scientific, professional and social contexts. Students choosing Specialist Mathematics must also study Mathematical Methods Stage 2.

**Learning Requirements**
In this subject students are expected to:
- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts.
- Think mathematically by posing questions, solving problems, applying models and making, testing and proving conjectures.
- Interpret results, draw conclusions, and determine the reasonableness of solutions in a context.
- Make discerning use of electronic technology to solve problems and refine and extend mathematical knowledge.
- Communicate mathematically and present mathematical information in a variety of ways.

**Topics**
- Mathematical induction
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equations

Students will require their own graphic calculator.

**Assessment**

**School Based Assessment**
Skills and Application tests (45%)
Folio: Directed Investigations (25%)

**External Assessment**
Examination (30%) - 3 hrs at the end of the year.

Students who wish to study Specialist Maths in Year 12 must do 2 semesters in Year 11.

Visual Arts – Art or Design

**Rationale**
Different social and cultural groups produce images, forms, and objects for a variety of purposes. The visual arts include art, craft and design, all of which have important social, cultural and economic functions in many societies. Through the visual arts, people conceive works, express shared beliefs, explore personal feelings, record experiences, and present concepts and opinions. Art is one facet of visual arts practice.

**Learning Requirements**
In this subject, students are expected to:
- Conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic.
- Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies.
- Apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design.
- Communicate knowledge and understanding of their own and other practitioners’ works of art or design.
- Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

**Topics**
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

**Assessment**

**School based assessment**
Assessment type (1): Folio (40%)
Assessment type (2): Practical (30%)

**External assessment**
Assessment type (3): Visual study (30%)

*** There will be a levy of approximately $100 for students undertaking Visual Arts to cover the cost of some materials.
Rationale
In Creative Arts, students have opportunities for specialised study within and across those arts disciplines that are offered as subjects within the SACE - that is, Dance, Drama, Music, and Visual Arts. In their study of Creative Arts, students have opportunities to make connections with vocational education and training (VET) courses. By working productively within or across the performing, visual, screen, and literary arts, students learn to synthesise aspects of various arts disciplines, as well as maintain the integrity of those disciplines. Students actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. Students build a personal aesthetic by working in the creative arts and appraising creative arts products. By analysing and evaluating creative arts products in different contexts and from various perspectives, students gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Learning Requirements
In this subject, students are expected to:

• Demonstrate knowledge and understanding of concepts specific to relevant creative arts disciplines.
• Investigate and critically analyse the nature and processes of working productively in the creative arts.
• Demonstrate knowledge of working creatively, within or across art forms, through an exploration of creative arts media, materials, techniques, processes, and technologies.
• Apply practical skills, techniques, and processes to work creatively and productively for a purpose.
• Work productively to develop, present, and evaluate their creative arts product(s).
• Communicate and critically reflect on personal creative arts ideas, processes, products, and opinions.
• Evaluate creative arts products, with reference to processes, outcomes, and contexts.

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

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts:

School Assessment (70%)
Assessment Type 1: Product (50%)
Assessment Type 2: Investigation (20%)

External Assessment (30%) Stage 2
Assessment Type 3: Practical Skills (30%).

*** There will be a levy of approximately $50 per semester for students undertaking Visual Arts or Creative Arts to cover the cost of some materials.

NB Visual Arts and Creative Arts can both be selected as courses, they do not preclude one another.
Rationale
This subject is designed for students who are transitioning from school into the workplace and/or completing VET competencies. Students gain a deeper understanding of the world of work and some of the issues faced by many industries in the 21st century. Students are also required to develop their practical and employability skills through the running of a small coffee business and by participation in workplace learning.

Learning Requirements
In this subject students are expected to:
- Demonstrate knowledge and understanding of industry and work
- Develop and apply relevant work skills
- Identify and investigate processes and issues related to work, industry, and the workplace
- Work independently and with others
- Review, and reflect and report on, their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

Topics
- The world of work
- Workers’ rights and responsibilities
- Work Health Safety
- Design and complete an individual project using either wood or metal
- Vocational learning

Assessment
Students will provide evidence of learning through four assessment tasks:
- Folio—3 tasks (25%)
- Performance (25%)
- Reflection (20%)
- Investigation (30%)