



XAVIER
COLLEGE

GAWLER BELT CAMPUS

Year 12 Subject Handbook

A CATHOLIC CO-EDUCATIONAL COLLEGE
Educating in the Salesian Tradition

Dear Families,

This Handbook presents information which will assist Students and Parents of the Xavier College Community to understand the purpose, structure and ethos of this Catholic School.

Family, School and Church are the partners in this educational enterprise. To choose Xavier College as the environment in which one will work, study, live for the better part of each weekday, is to choose a situation permeated with the spirit of the Gospel; a situation which aims at the total well-being of the young, that is, education in its widest sense.

The Handbook gives a detailed overview of the Year 12 Curriculum. This is a critical time for students as the choices that are made will have a huge impact on the direction they take in the next few years. I encourage students and families to read the Handbook carefully and seek clarification whenever there is doubt.

Let us support each other in this task, whether we are parents, educators or students. We are all Co-workers in the saving mission of the Church.



Mr Mark Flaherty
Principal



Contents

South Australian Certificate of Education (SACE)	4
Vocational Education and Training	5
Year 11-12 Pathways	6
Choosing a Course for Year 12	8
Religious Education	9
Religious Education (Integrated Learning B)	9
The Arts	10
Creative Arts	10
Music Studies	11
Music Explorations	12
Music Performance - Ensemble	13
Music Performance - Solo	14
Drama	15
Visual Arts – Arts	16
Design, Technology and Engineering	17
Design, Technology and Engineering	17
Cross Disciplinary	18
Community Studies and Community Connections	18
Industry Connections	19
English	20
Essential English	20
English	20
English Literary Studies	21
Health & Physical Education	22
Child Studies	22
Health and Wellbeing	23
Food and Hospitality	24
Physical Education	25
Humanities	26
Business Innovation	26
Legal Studies	27
Modern History	28
Society and Culture	29
Workplace Practices	30
Mathematics	31
Essential Mathematics	31
General Mathematics	32
Mathematical Methods	33
Specialist Mathematics	34
Science	35
Agricultural Systems	35
Biology	36
Chemistry	37
Physics	38
Earth and Environmental Science	39
Psychology	40
Scientific Studies	41

South Australian Certificate of Education (SACE)

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The certificate is based on two stages of achievement: Stage 1 (predominantly undertaken in Year 11) and Stage 2 (predominantly Year 12).

How do students get the SACE?

To gain the SACE, students complete about two years of full-time study which most students spread over three years. There are two stages:

- Stage 1, with most subjects undertaken in Year 11
- Stage 2, with most subjects undertaken in Year 12

Note that students will undertake compulsory Stage 1 Personal Learning Plan and Religious Education as Stage 1 Integrated Learning in year 10. Students will also undertake compulsory Stage 2 Research Project and Religious Education as Stage 2 Integrated Learning in Year 11.

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students will receive a grade from A to E for each subject in Stage 1 and A+ to E- for each subject in Stage 2.

For compulsory subjects, students will need to achieve a C- grade or better

The compulsory elements are:

- Personal Learning Plan (10 credits at Stage 1 level – subject completed in Year 10)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board-recognised courses of a student’s choice.

What is Community Learning?

Students are able to earn SACE credits for learning undertaken in the community. Information on community-based courses can be found at: <https://www.sace.sa.edu.au/learning/community-learning>.

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

SACE Planner

You can download the SACE planner as a pdf document at the SACE Board website. Follow this link to find it: [SACE Planner \[PDF\]](#).

University and TAFE Entry

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students must complete at least 90 credits at Stage 2. Of these 90 credits, at least 70 credits must be from Tertiary Admissions Subjects (TAS) and the other 20 either from TAS subjects, Recognised Studies, or a mix of the two. Universities also specify required subjects for some of their courses.

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

Studying Successfully in Secondary School

The key ingredients to successful completion of school are:

- Regular attendance;
- Organisation and time management skills;
- Involvement in a range of well-balanced activities;
- Persistence.

Students who do not attend school regularly place themselves at serious risk of not completing school successfully. Such students fall behind with class work, miss important input and frequently fail to complete required assessment tasks. Students should work with subject and oratory teachers to ensure that they meet deadlines for assessment tasks.

It is essential that parents who plan to take family holidays with students during term time discuss those plans and the likely impact on the student’s study program with the student’s House Director of Teaching & Learning.

As students move up through the school they will be required to manage a fairly substantial work load and must therefore have good organisation and time management skills. The use of SEQTA will assist students to keep track of what must be done and when.

Students should work with subject and oratory teachers to ensure that they meet deadlines for assessment tasks.

Students should continue to be involved in all aspects of a balanced adolescent life including attendance at school, completion of homework, participation in social activities and involvement in some physical exercise. There is no reason why that well balanced life can’t include part-time work as well for senior students. What is important is keeping the balance right. Obviously, for success a student’s study must be the first priority.

Vocational Education and Training

What is VET and how can I do it?

Vocational Education and Training (VET) brings industry and schools together to clearly articulate pathways through secondary school to employment, enhance career education and improve outcomes for students and employers. VET pathways have been designed in partnership with industry to identify qualifications appropriate for school students that contain the skills, knowledge and experience valued by employers.

Depending on the needs of employers, VET pathways include qualifications at Certificate II and III level that industry considers suitable for school students. VET pathways can also be undertaken in the workplace through an apprenticeship or traineeship. Importantly, the pathways allow for school subjects and VET to be delivered concurrently so that students can complete their qualification and their SACE.

VET pathways are reviewed annually to ensure that they remain relevant to students and industry and lead to meaningful employment. VET pathways do incur costs to the individual, although depending upon student option subsidies can be accessed through the VETRO process. If interested in following a VET pathway, students are encouraged to discuss this with their House Director – Teaching & Learning and the Coordinator-Careers Transition, and VET.

Expectations of Senior Students

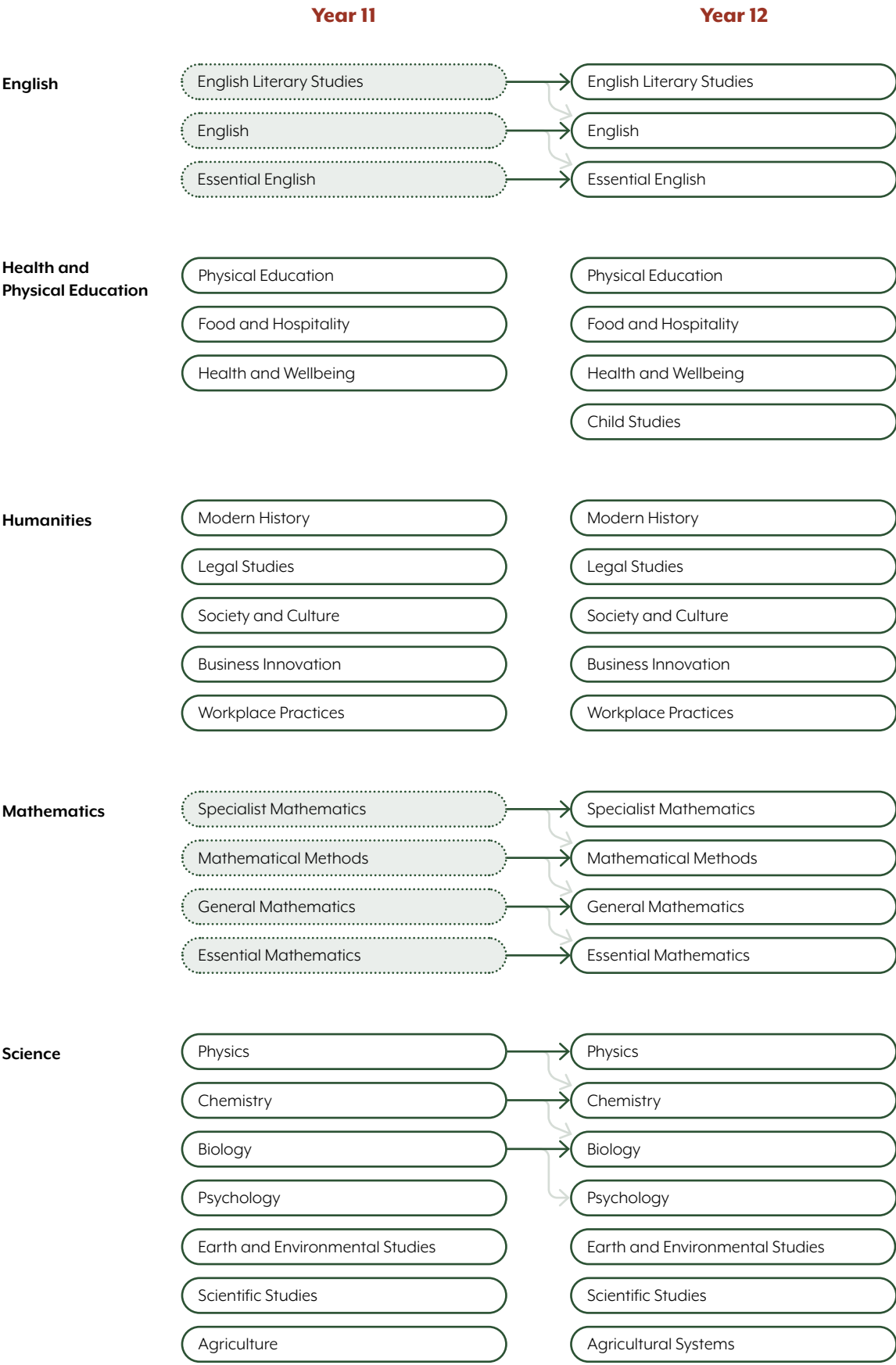
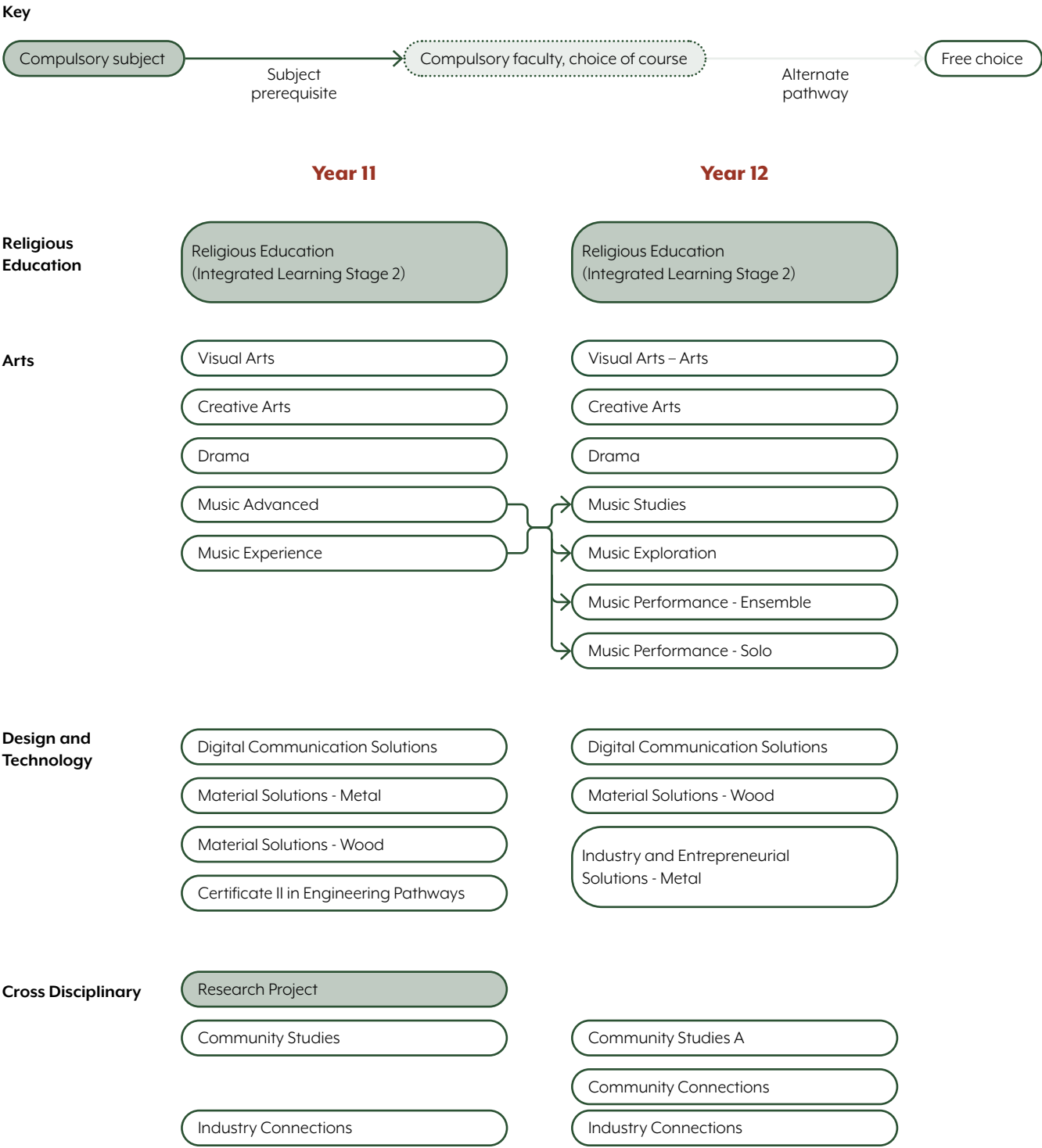
Students at Year 11 and 12 are expected to demonstrate leadership within the life of the school. This includes participation in all school activities (eg: Year 12 Retreat, Sports Days, Liturgical celebrations etc), wearing the uniform correctly and supporting younger students in any difficulties they face.

Senior School students are generally considered to have made a positive choice to remain at school. This is a choice, which we at Xavier College strongly encourage. Senior students are expected to demonstrate a desire and intention to learn. This desire and intention to learn will be demonstrated by:

1. Attending lessons punctually;
2. Being prepared for lessons with the appropriate materials and equipment;
3. Conducting oneself in class such that other students can learn and the teacher can teach;
4. Completing required in class and homework tasks;
5. Submitting all required work according to the Assessment Deadlines Policy;

Year 11-12 Pathways

The following shows pathways from year 10 to year 12 including prerequisites for some subjects.



Choosing a Course for Year 12

Initial choices will be made in Term 3 and final subject choices will be confirmed after the Semester 2 examinations. Subjects will be offered on the basis of student choices and the ability of the school to resource those subjects.

In selecting a course students should:

1. Gather advice from parents, teachers, Directors of Teaching and Learning and the Careers & Transition Coordinator;
2. Ensure the requirements of Year 12 have been met;
3. Ensure any pre-requisite study has been undertaken;
4. Check pathways and pre-requisites for further study beyond Year 12;
5. Choose subjects which will allow success while being challenging;
6. Consider their own talents, abilities and interests – not what others are doing.

Who to contact for advice

Directors of Teaching and Learning	
de Sales	hdtl-gb-desales@xavier.catholic.edu.au
Handley	hdtl-gb-handley@xavier.catholic.edu.au
Mazzarello	hdtl-gb-mazzarello@xavier.catholic.edu.au
Occhiena	hdtl-gb-occhiena@xavier.catholic.edu.au

Future Pathways, VET, Careers & Transition from School to Work or Further Study
futurepathwaysgb@xavier.catholic.edu.au

Inclusive Education/Special Learning Needs
inclusiveedgb@xavier.catholic.edu.au

Subject Specialists – Curriculum Leaders	
Religious Education	curriculumleader-re@xavier.catholic.edu.au
The Arts	curriculumleader-arts@xavier.catholic.edu.au
Cross-Disciplinary Studies	flexisace@xavier.catholic.edu.au
Design, Technology & Engineering	curriculumleader-technology@xavier.catholic.edu.au
English	curriculumleader-english@xavier.catholic.edu.au
Humanities	curriculumleader-humanities@xavier.catholic.edu.au
Health & PE	curriculumleader-hpe@xavier.catholic.edu.au
Mathematics	curriculumleader-mathematics@xavier.catholic.edu.au
Science	curriculumleader-science@xavier.catholic.edu.au

Religious Education (Integrated Learning B)

Religious Education is a compulsory part of Year 12 at Xavier College and will be taught using the Integrated Learning SACE subject. Integrated Learning allows students to learn and explore more about the Catholic faith in conjunction with developing their capabilities in the SACE. Students have the opportunity to delve into the *Crossways* curriculum in the following areas: God Us and Faith, Sacred Texts, Church for the World, and Moral Life. Students gain an appreciation of, and respect for, the different ways 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.

SACE Credits
10

Stage 2 Assessment

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

School-based Assessment	Weighting
Practical Inquiry	40%
Connections	30%

External Assessment	Weighting
Personal Endeavour	30%

Information on the External Assessment at Stage 2

Personal Endeavour
The Personal Endeavour is a report of a maximum of 1000 words for a 10-credit subject. This assessment will be marked by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Personal Endeavor with reference to performance standards.

Creative Arts

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

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

SACE Credits
20

Stage 2 Content

Students complete tasks in the following areas of study:

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

Stage 2 Assessment

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

School-based Assessment	Weighting
Product	50%
Inquiry	20%
External Assessment	Weighting
Practical Skills	30%

Information on the External Assessment at Stage 2

Practical Skills

Students conduct a focused exploration and application of skills appropriate to their preferred area of the creative arts.

For a 20-credit subject, the practical skills and evaluation should include documentation that includes up to a maximum of twelve pieces of evidence that best illustrate the key phases of skills development. The evaluation should be up to a maximum of 2000 words if written, or up to twelve minutes for an oral recorded communication.

The practical skills is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the practical skills and evaluation with reference to the performance standards.

Music Studies

Students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/ or compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

SACE Credits
20

Stage 2 Content

Creative Works

- a performance or performances, a composition or compositions, or an arrangement or arrangements;
- a creator's statement in which they reflect on their creative works.

Musical Literacy (three of the following)

- an arrangement;
- an analysis of style, structure, and musical elements of one or more works;
- a creative application of students' skills in aural recognition, musical techniques, and score reading across at least two styles or genres;
- a composition;
- an analysis of the musical aspects of the performance of others.

Stage 2 Assessment

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

School-based Assessment	Weighting
Creative Works (one portfolio)	40%
Musical Literacy (three tasks)	30%
External Assessment	Weighting
Examination (one)	30%

Information on the External Assessment at Stage 2

Examination

Students complete one 2 hour and 10 minute examination in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways, to:

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

To enable students to focus on the application of their learning, a sheet with standard chord progressions and key signatures will be provided.

Music Explorations

Students explore and experiment with musical styles, influences, techniques, and/ or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present, and/ or produce music, and experiment with their own creations. Contexts for study may include aspects of the music industry, such as recording studios, performance rehearsal spaces, or instrument crafting workshops. Students respond to and discuss their own and others’ works, and synthesise their findings to make connections between the music they study and their own creative works.

SACE Credits
20

Stage 2 Content

Musical Literacy

- a creation of an original melody or a song with lyrics, using a form of contemporary music notation appropriate to the style. Students explain the intent of their composition and provide evidence of the skills and techniques they used, in a composer’s statement;
- a musical analysis, comparing two different versions or interpretations of one song in a written or multi-modal response;
- a reflection on and critique of one or more works presented in a live music performance.

Portfolio

- a presentation of a set of short performances, compositions, and/or other musical products (for example, digital uploads; DJ set recording; the features of an original, handcrafted musical instrument).
- a commentary on the processes of exploration and experimentation that they have used, and their key findings.

Stage 2 Assessment

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

School-based Assessment	Weighting
Musical Literacy (three tasks)	30%
Explorations (one portfolio)	40%

External Assessment	Weighting
Creative Connections (one task)	30%

Information on the External Assessment at Stage 2

Creative Connections

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

Students choose one of the styles they have studied, and select techniques that have inspired them in their exploration and experimentation, and musical literacy tasks.

In the discussion, students reflect on and critique their creative work, and how it has been informed by the work of others.

Music Performance - Ensemble

Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire. Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

SACE Credits
10

Stage 2 Content

Students create music for ensemble performance for a range of purposes and contexts, and choose one or more instruments (voice, acoustic, and/or electronic) as appropriate to the focus of their learning. They may perform in a small ensemble of two or more performers, an orchestra, a band, a choir or vocal ensemble, or a performing arts production (as a singer or instrumentalist in an ensemble).

Students present an ensemble performance of a single work or a set of works by one or more composers, and individual evidence of each student’s contribution to the ensemble through individual part-testing.

For the second performance, students also present an individual discussion of key musical elements of the repertoire, with a critique of strategies to improve and refine their performance.

The ensemble performances should be presented to a live audience and must be recorded.

Stage 2 Assessment

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

School-based Assessment	Weighting
Performance	30%
Performance and Discussion	40%

External Assessment	Weighting
Performance Portfolio	30%

Information on the External Assessment at Stage 2

Performance Portfolio

Students present an ensemble performance portfolio consisting of:

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

Students demonstrate their progression and development in performing music in an ensemble. In their individual evaluation, students evaluate their understanding of how their role contributed to the effectiveness of the whole ensemble, including:

- responsiveness within the performance
- skills in collaborating with other musicians
- learning from their performance preparation
- understanding of their own part and the repertoire as a whole.

Music Performance - Solo

Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements of their chosen repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

SACE Credits
10

Stage 2 Content

Students present a solo performance of a single work or a set of works by one or more composers.

For the second performance, students also present a discussion of key musical elements of the chosen repertoire, with a critique of strategies to improve and refine the student's performance.

The solo performances should be presented to a live audience and must be recorded.

Stage 2 Assessment

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

School-based Assessment	Weighting
Performance	30%
Performance and Discussion	40%
External Assessment	Weighting
Performance Portfolio	30%

Information on the External Assessment at Stage 2

Performance Portfolio

Students present a solo performance portfolio consisting of:

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

The purpose of the evaluation is for students to:

- discuss how their performance preparation throughout their learning in this subject has influenced their performance in this assessment.
- critique their performance in this assessment, with reference to skills, accuracy, and technique.
- evaluate their stage presence, engagement with the audience, and confidence as a solo performer.

Drama

In Drama, students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual.

Students analyse dramatic texts, stylised media, professional performances, innovators, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

SACE Credits
20

Stage 2 Content

The following areas of study are covered:

- Group performances
- Individual Folio work
- Experimentation of theatre styles and dramatic practitioners

Stage 2 Assessment

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

School-based Assessment	Weighting
Assessment Type 1: Group Production	40%
Assessment Type 2: Evaluation and Creativity	30%
External Assessment	Weighting
Assessment Type 3: Performance	30%

Information on the External Assessment at Stage 2

Part 1: Presentation

Students form small groups of between two and five, and collaborate to conceive, plan and produce a creative dramatic presentation. As a small dramatic company or a small ensemble within a whole-class company, they individually and collaboratively apply the knowledge, understanding and skills that they have learned, including dramatic theory and processes, to generate a shared dramatic intention and create a dramatic product in a presentation as an ensemble. In their group, students can choose from a range of roles including actor, designer, director, filmmaker, and scriptwriter.

Part 2: Justification

Each student provides a justification of their creative decision-making, both collaboratively and individually, through analysis and evaluation of processes and creative choices in the development and finalisation of their dramatic presentation. Students are encouraged to be creative with the way they present their individual justification.

Visual Arts – Arts

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

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

SACE Credits
20

Stage 2 Content

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Stage 2 Assessment

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

School-based Assessment	Weighting
Folio	30%
Practical	40%

External Assessment	Weighting
Visual Study	30%

Information on the External Assessment at Stage 2

Visual Study

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

Students are to provide an A3 folio or CD or DVD with photographs of their visual explorations. Audio-visual electronic format may be necessary if the study idea is a practical application in three dimensions, for example, model making, sculpture, installation, performance, or body art.

Students submit no more than twenty A3 pages (or equivalent) of visual study, integrated with no more than 2000 words or 12 minutes of recorded oral explanation.

The visual study 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 visual study with reference to performance standards.

Design, Technology and Engineering

In Design, Technology and Engineering students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials and production techniques used in diverse situations including industry, community and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. A solution in this subject is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process or product. Students analyse influences on a solution including ethical, legal, economic, and/or sustainability issues. They consider the practical implication of these issues on society or design solutions. Students apply appropriate skills, process, procedures and techniques whilst implementing safe work practices in the creation of the solution.

A solution could be fully realised or a model, prototype, system, part, process or product. Students analyse influences on a solution including ethical, legal, economic, and/or sustainability issues. They consider the practical implication of these issues on society or design solutions. Students apply appropriate skills, process, procedures and techniques whilst implementing safe work practices in the creation of the solution.

SACE Credits
20

Stage 2 Content

Stage 2 Design, Technology and Engineering subjects are 20-credit subjects and provide several enrolment options including:

- Digital Communications Solutions
- Material Solutions - Wood
- Industry and Entrepreneurial Design Solutions – Metal

Students can choose all three subjects for SACE completion.

Students who are seeking a tertiary entrance score (ATAR) may select only two of these subjects.

Contexts

Digital Communications Solutions

This context involves using symbols, signs, behaviour, speech, light, images, sound, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media.

Examples of contexts for digital solutions include:

- application (app) development
- CAD
- digital animation
- film-making
- game production
- graphics
- multimedia
- web design

Industry and Entrepreneurial Design Solutions - Metal

This context involves designing solutions, with a metal focus, to meet industry requirements, or the invention of an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs such as computer-aided design to develop prototypes or products with a metal focus. Students demonstrate knowledge and skills associated with systems, processes, and materials appropriate for the prototype and final solution.

Examples of contexts for industry or entrepreneurial design solutions include:

- aerospace
- agricultural equipment
- architecture
- construction
- health and aged care equipment
- industrial design
- maritime equipment
- product design
- transport (e.g. automotive).

Material Solutions - Wood

This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as wood.

For a 20-credit subject, students will provide evidence of their learning through four or six assessments, including the external assessment component. Students will undertake:

- two specialised skills tasks
- up to three design process and solution tasks
- one resource study.

Stage 2 Assessment

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

School-based Assessment	Weighting
Specialised Skills Task	20%
Design Process and Solution	50%

External Assessment	Weighting
Resource Study	30%

Information on the External Assessment at Stage 2

Resource Study

Part One: Resource Investigation

Students investigate and analyse the functional characteristics and properties of two or more materials or components they are considering for use in the creation of their solution. They report on how their research into and testing of the functional characteristics and properties of these materials or components will affect their selection for use in the realisation of their solution.

Part Two: Issue Exploration

Students investigate and analyse ethical, legal, economic and/or sustainability issues related to their solution.

The Resource Study should be presented in written or multimodal form or a combination of both. It should be up to a maximum of 2000 words if written or the equivalent in multimodal form, where 1000 words is equivalent to 6 minutes.

Community Studies and Community Connections

Students learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity/community application activity, which begins from a point of personal interest, skill, or knowledge.

By setting challenging and achievable goals in their community activity/community application activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

This subject does not attract an ATAR and is negotiated with the House Director of Teaching and Learning.

SACE Credits

Stage 2 Community Studies and Community Connections can be studied as a 10-credit subject or a 20-credit subject in various areas of study. Students who study Community Studies or Community Connections may not be able to achieve an ATAR score. They will be able to achieve their SACE.

Stage 2 Content

Students develop their program from any of the following ten areas of study:

Community Studies

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

Community Connections

- Humanities and Social Sciences Connections
- Interdisciplinary Connections
- Practical Connections
- STEM Connections

Stage 2 Assessment

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

School-based Assessment		Weighting
Community Studies	Community Connections	
Contract of Work	Folio and Reflection	70%
External Assessment		Weighting
Community Studies	Community Connections	
Reflection	Community Application Activity	30%

Information on the External Assessment at Stage 2

Community Studies – Reflection

Students review and evaluate their learning experiences. After completing the community activity and receiving feedback from their community contact(s) and others (including the audience of their presentation), students reflect in detail on what they have learnt and the value of their community activity to themselves and to the community. This reflection may be presented using one or a combination of the following forms: written, oral, visual, or digital.

Community Connections – Community Application Activity

Students undertake a community application activity. This assessment is designed by the student. The student takes an aspect or area of interest from the selected Stage 2 subject, and applies the knowledge, skills, and understanding of the aspect or area of interest to a community context. As a guide, the student undertakes this community application activity in approximately 20 hours of programmed time for a 20-credit subject, and approximately 10 hours of programmed time for a 10-credit subject.

Industry Connections

Industry Connections provides students who have an interest in a particular industry area to develop and apply their skills, knowledge and understandings about that industry, while developing their capabilities and employability skills through an industry-related project.

Industry Connections is flexibly designed to enable opportunities for students to collate a work skills portfolio (this includes work placement) that may support future career and transition opportunities, such as a job application.

This subject is highly suitable for students in a school-based apprenticeship/traineeship or considering one for their future pathway.

SACE Credits

Students can select this subject in Years 10–12, meaning up to 60 credits of SACE can be completed in Industry Connections.

Industry Connections is offered at Stage 2 level for students in Semester 2 of Year 10 (10 credits).

In Year 11 students can select 1 or 2 Semesters of this subject.

Students in Year 12 will study Industry Connections for the whole year.

Please note: Results for Industry Connections do not attract an ATAR. **Students who complete this subject will not be able to count subject results towards an ATAR.**

Students are required to be willing to undertake work experience or be undertaking a VET course/ traineeship or SBAT.

Stage 2 Content

SACE Industry Connections has the following assessment types:

School-based Assessment		Weighting
Portfolio of work		50%
Reflection		20%
External Assessment		Weighting
Industry project		30%

Information on the External Assessment at Stage 2

For a 10-credit subject the industry project should be a maximum of 750 words if written or a maximum of 5 minutes if oral, or the equivalent in multimodal form. For a 20-credit subject the industry project should be a maximum of 1500 words if written or a maximum of 9 minutes if oral, or the equivalent in multimodal form. For this assessment type students individually select an area of interest or skill(s) relevant to their selected industry for individual focused development. Students undertake a project and in doing so demonstrate planning, organisation, problem solving and decision-making skills appropriate to the project. For students already consistently immersed in industry this may include a significant task they are responsible for.

Essential English

In this subject, students respond to and create texts for a range of personal, social, cultural, community, and/or workplace contexts, and consider ways in which language choices are used to create meaning. Students will consider and study the use of spoken and written language in vocational, school, cultural, social, and/or personal contexts. They will also connect with other people in many ways, using a variety of forms for different purposes to establish and maintain effective connections and interactions with people in one or more contexts.

SACE Credits
20

Stage 2 Content

Stage 2 Essential English consist of Responding to Texts and Creating Texts:

- Responding to texts comprises of three shared texts that instruct, engage, challenge, inform and connect readers and are linked to a chosen context.
- Creating texts comprises three original texts where students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a context.

Stage 2 Assessment

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

School-based Assessment	Weighting
Responding to texts	30%
Creating texts	40%

External Assessment	Weighting
Language Study	30%

Information on the External Assessment at Stage 2

Language Study

The external assessment is an independent study that focuses on the use of language by people in a context outside of the classroom. The students will analyse and understand the use of spoken, non-verbal, visual, and/or written language by people in a chosen context and create a report on the use and effect of language.

English

Stage 2 English focuses on 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. Students will consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students also 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.

SACE Credits
20

Stage 2 Content

Stage 2 English consists of Responding to texts and Creating texts:

- Responding to texts comprises three shared texts from text types such as novels, films, drama and media.
- Creating texts comprises four original texts that may inform, persuade and/or entertain.

Stage 2 Assessment

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

School-based Assessment	Weighting
Responding to texts	30%
Creating texts	40%

External Assessment	Weighting
Comparative Analysis	30%

Information on the External Assessment at Stage 2

Comparative Analysis

The external assessment is a product of independent study. Students will be required to study and respond to two texts in a comparative analysis. Texts selected may come from various text types such as novels, films, plays, poetry and/or media texts.

English Literary Studies

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.

SACE Credits
20

Stage 2 Content

English Literary Studies consists of Responding to texts and Creating texts.

Responding to texts comprises the shared study of:

- three single texts (film, prose and drama)
- poetry
- a range of short texts
- critical perspectives
- Creating texts comprises:
 - a transformative text
 - a written, oral and/or multimodal text

Stage 2 Assessment

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

School-based Assessment	Weighting
Responding to texts	50%
Creating texts	20%

External Assessment	Weighting
Comparative Essay	15%
Examination – critical reading of short texts	15%

Information on the External Assessment at Stage 2

Comparative Essay

The comparative essay comprises the study of two texts; one from the shared studies and one independently chosen by the student.

Electronic Examination – critical reading of short texts

The 100 minute examination, set by the SACE Board, comprises a critical reading of one or more short texts which may be in a variety of forms.

Child Studies

The Stage 2 subject focuses on children’s growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management, and practical skills.

SACE Credits
20

Stage 2 Content

Students study topics within the following five areas of study:

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

Stage 2 Assessment

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

School-based Assessment	Weighting
Practical Activity	50%
Group Activity	20%

External Assessment	Weighting
Investigation	30%

Information on the External Assessment at Stage 2

Investigation

The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

The Investigation 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 investigation with reference to the performance standards.

Health and Wellbeing

In Stage 2 Health and Wellbeing students develop their knowledge, skills, and understanding and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, local communities, and global society. Through Health and Wellbeing, students individually and collaboratively explore and develop skills as agents and advocates for change and consider moral and ethical perspectives, as well as evaluating current trends and issues that impact health and wellbeing.

SACE Credits
20

Stage 2 Content

For a 20-credit subject, students will provide evidence of their learning through five assessment tasks. These tasks will be made up of two Initiative tasks (one of which is a collaborative task), two Folio tasks and one external Inquiry.

Stage 2 Health and Wellbeing consists of the following concepts:

- Health and Literacy
- Health and Detriments
- Social Equity
- Health Promotion

Stage 2 Assessment

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

School-based Assessment	Weighting
Initiative	40%
Folio	30%

External Assessment	Weighting
Inquiry	30%

Information on the External Assessment at Stage 2

Inquiry

The Inquiry is a piece of writing of up to a maximum of 2000 words, or a maximum of 12 minutes of oral or multimodal form for the 20-credit subject. Students independently research a contemporary health and wellbeing issue by developing a question or hypothesis about this issue, investigate and analyse, and make recommendations about the issue.

The Inquiry 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 Inquiry with reference to the performance standards.

Food and Hospitality

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

SACE Credits
20

Stage 2 Content

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Students study topics within the following five areas of study:

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

Stage 2 Assessment

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

School-based Assessment	Weighting
Practical Activity	50%
Group Activity	20%

External Assessment	Weighting
Investigation	30%

Information on the External Assessment at Stage 2

Investigation

The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

The Investigation 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 investigation with reference to the performance standards.

Physical Education

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning promotes deep learning ‘in, through, and about’ physical activity.

SACE Credits
20

Stage 2 Content

Stage 2 Physical Education has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement.

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities including sports, theme-based games, laboratories, and fitness and recreational activities.

Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes. These movement concepts and strategies include: body awareness, movement quality, spatial awareness, relationships, executing movement, creating space, interactions and making decisions.

Students investigate improvements in human physical activity from a participation and/or performance perspective. This flexibility enables socio-cultural aspects such as inclusivity and equity to be integrated throughout learning activities. Students evaluate aspects of their own or others’ physical activity and implement strategies to improve their participation and/or performance.

The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics. Students apply their understanding of movement concepts to evaluate the data and implement strategies to improve participation and/or performance.

Stage 2 Assessment

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

School-based Assessment	Weighting
Diagnostics	30%
Improvement Analysis	40%

External Assessment	Weighting
Group Dynamics	30%

Information on the External Assessment at Stage 2

Group Dynamics

Students undertake one group dynamics task. The purpose of this task is to extend the focus of physical activity beyond the individual to investigate the impact that team members, individually and collectively, have on the participation and performance of others.

This is a collaborative task requiring students to create or participate in a sporting competition, in which they demonstrate game competence, knowledge, and engagement. Through participation, students demonstrate their value to the team; their learning in, through, and about sport; and their impact on the participation and performance of others.

Business Innovation

In Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centered approach to innovation and the transformation of business products, services, and processes.

SACE Credits
20

Stage 2 Content

Stage 2 Business Innovation is structured around three key contexts:

- Designing business
- Sustaining business
- Transforming business

Stage 2 Assessment

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

School-based Assessment	Weighting
Assessment Type 1: Business Skills	40%
Assessment Type 2: Business Model	30%

External Assessment	Weighting
Assessment Type 3: Business Plan and Pitch	30%

Information on the External Assessment at Stage 2

Business Plan and Pitch

Students should provide evidence of their learning though six assessments, including the external assessment component. Students undertake:

- Four business skills tasks
- One business model
- One business plan and pitch.

Assessment design

Students individually complete one business plan and pitch.

Students develop their business plan and pitch within one context:

- Designing business
- Sustaining business
- Transforming business.

The business plan may be presented in multimodal, oral, or written form. It should be to a maximum of 10 minutes if oral, or 1700 words if written, or the equivalent if multimodal.

Legal Studies

Students explore rights and responsibilities, sources of law and adversarial and inquisitorial dispute resolution processes through Legal Studies. They examine how people, governments and institutions shape the law and how law controls, shapes and regulates interactions between people, institutions and government.

Students develop an understanding of the ways in which they can influence democratic processes, the importance of critical and conceptual thinking and the significance of checks and balances in providing lawful mechanisms to control the exercise of power.

SACE Credits
20

Stage 2 Content

Focus area 1: Sources of law

Focus area 2: Dispute resolution

Optional area 1: The Australian Constitution

Optional area 2: When Rights Collide

Stage 2 Assessment

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

School-based Assessment	Weighting
Folio	40%
Inquiry	30%

External Assessment	Weighting
Examination	30%

Information on the External Assessment at Stage 2

Electronic Examination (2 hours and 10 minutes)

The examination is divided into two sections:

Part A: Response to Sources

Part B: Extended Response

Part A consists of a number of sources, and/or case studies. Students respond by answering set questions.

Part B requires students to answer one essay question from a selection of four. The questions will be related to each focus or option area.

Modern History

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

SACE Credits
20

Stage 2 Content

Modern Nations

Germany 1918-45

- The aftermath of defeat
- The liberal experiment
- The road to dictatorship
- The Nazi state in peace and war

The World Since 1945

The Changing World Order

- The origins of the superpower rivalry
- The nature of the Cold War
- The end of the Cold War
- The consequences of the Cold War

Stage 2 Assessment

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

- five historical skills assessments
- one historical study
- one examination.

The historical study is based on an aspect of the world since c.1750. Students inquire into, explore, and research a historical idea, event, person, or group in depth.

The historical study may be presented in written, oral, or multimodal form.

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

School-based Assessment	Weighting
Historical Skills Assessments	50%
Historical Study	20%
External Assessment	Weighting
Assessment Type 3: Business Plan and Pitch	30%

Information on the External Assessment at Stage 2

Electronic Examination (2 hours and 10 minutes)

The examination is divided into two sections:

Section 1: Essay based on the Modern Nations topic, Germany

Section 2: Sources Analysis

Society and Culture

In Society and Culture, students explore and analyse how people, societies, cultures, and environments interact. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions.

SACE Credits
20

Stage 2 Content

Students will study a topic from each of the following areas:

- Culture
- Contemporary Challenges
- Global Issues

Stage 2 Assessment

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

School-based Assessment	Weighting
Folio	50%
Interaction	20%
External Assessment	Weighting
Investigation	30%

Information on the External Assessment at Stage 2

Investigation

Students undertake one independent, focused investigation of a negotiated contemporary social or cultural issue in a local and/or global context and present their findings in a written report of 2000 words or the equivalent multimedia presentation.

Workplace Practices

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

SACE Credits
20

Stage 2 Content

There are three focus areas of study of this subject:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

Students must include the following areas of study:

- Industry and Work Knowledge, and
- Vocational Learning and/or Vocational Education and Training (VET)

For the Industry and Work Knowledge component, students undertaking:

Workplace Practices A (10-credits) and/or Workplace Practices B (10 credits), study two or more negotiated topics in each subject;

Workplace Practices (20-credits), study the three or more topics from the list below:

- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topic

Stage 2 Assessment

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

School-based Assessment	Weighting
Folio	25%
Performance	25%
Reflection	20%
External Assessment	Weighting
Investigation	30%

Essential Mathematics

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

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.

SACE Credits
20

Stage 2 Content

Stage 2 Essential Mathematics consists of the following six topics:

- Topic 1: Scales, Plans, and Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investment and Loans
- Topic 6: Open Topic

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

Stage 2 Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks (5)	30%
Folio (2)	40%
External Assessment	Weighting
Examination (1)	30%

Information on the External Assessment at Stage 2

Examination

Students undertake a 2 hour and 10 minute external examination in which they answer questions on the following three topics:

- Topic 2: Measurement
- Topic 4: Statistics
- Topic 5: Investments and Loans

The examination is based on the key questions and key concepts in these topics. The examination will consist of a range of questions focusing on knowledge and routine skills and applications and others focusing on analysis and interpretation. Students will have access to the appropriate technology during the examination. Students provide explanations and arguments, and use correct mathematical notation, terminology and representation throughout the examination.

General Mathematics

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

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

SACE Credits
20

Stage 2 Content

Stage 2 General Mathematics consists of the following six topics:

- Topic 1: Modelling with Linear Relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models
- Topic 4: Financial Models
- Topic 5: Discrete Models
- Topic 6: Open Topic

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

Stage 2 Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks (5)	40%
Mathematical Investigation (2)	30%
External Assessment	Weighting
Examination (1)	30%

Information on the External Assessment at Stage 2

Examination

Students undertake a 2 hour and 10 minute external examination in which they answer questions on the following three topics:

- Topic 3: Statistical Models
- Topic 4: Financial Models
- Topic 5: Discrete Models

The examination is based on the key questions and key concepts in these topics. The examination will consist of a range of questions focusing on knowledge and routine skills and applications and others focusing on analysis and interpretation. Students will have access to the appropriate technology during the examination. Students provide explanations and arguments, and use correct mathematical notation, terminology and representation throughout the examination.

Mathematical Methods

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

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

SACE Credits
20

Stage 2 Content

Stage 2 Mathematical Methods consists of the following six topics:

- Topic 1: Further differentiation and applications
- Topic 2: Discrete random variables
- Topic 3: Integral calculus
- Topic 4: Logarithmic functions
- Topic 5: Continuous random variables and the normal distribution
- Topic 6: Sampling and confidence intervals

Stage 2 Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks (6)	50%
Mathematical Investigation (1)	20%
External Assessment	Weighting
Examination (1)	30%

Information on the External Assessment at Stage 2

Examination

Students undertake a 2 hour and 10 minute external examination based on the subtopics and key questions and key ideas outlined in the six topics. The examination will consist of a range of problems, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation. Some problems may require students to interrelate their knowledge, skills, and understanding from more than one topic. Students provide explanations and arguments, and use correct mathematical notation, terminology, and representations throughout the examination.

Students will have access to the appropriate technology during the examination.

Specialist Mathematics

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their sills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

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

SACE Credits

20

Stage 2 Content

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

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

Stage 2 Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks (6)	50%
Mathematical Investigation (I)	20%
External Assessment	Weighting
Examination (I)	30%

Information on the External Assessment at Stage 2

Examination

Students undertake a 2 hour and 10 minute external examination based on the subtopics and key questions and key ideas outlined in the six topics. The examination will consist of a range of problems, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation. Some problems may require students to interrelate their knowledge, skills, and understanding from more than one topic. Students provide explanations and arguments, and use correct mathematical notation, terminology, and representations throughout the examination.

Students will have access to the appropriate technology during the examination.

Agricultural Systems

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

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

SACE Credits

20

Stage 2 Content

Stage 2 Agricultural Systems

- Animal Systems
- Plant Systems
- Soil and Water Systems.

Stage 2 Assessment

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

School-based Assessment	Weighting
Agriculture Reports	30%
Applications	40%
External Assessment	Weighting
Production Investigation or an Experimental Investigation	30%

Information on the External Assessment at Stage 2

Investigation

The investigation is a report of a maximum of 2000 words for a 20-credit subject. Students design and conduct investigations based on questions related to agriculture and horticulture.

This assessment will be marked by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to performance standards.

Biology

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

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

SACE Credits

20

Stage 2 Content

Stage 2 Biology is organised around the following four themes:

- DNA and proteins
- Cells as the basis of life
- Homeostasis
- Evolution

Stage 2 Assessment

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

School-based Assessment	Weighting
Investigations Folio	30%
Skills and Applications Tasks	40%

External Assessment	Weighting
Examination	30%

Information on the External Assessment at Stage 2

Examination (2 hours and 10 minutes)

The examination consists of:

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

Questions will cover all themes and threads and will include experimental skills.

Chemistry

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

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

SACE Credits

20

Stage 2 Content

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

Stage 2 Assessment

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

School-based Assessment	Weighting
Investigations	30%
Skills and Applications Tasks	40%

External Assessment	Weighting
Examination	30%

Information on the External Assessment at Stage 2

Examination (2 hours and 10 minutes)

Students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the five topics and the investigation skills. Students are given a sheet containing a periodic table, standard SI prefixes, and a table showing the relative activities of a number of metals.

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

Physics

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

SACE Credits
20

Stage 2 Content

Physics is organised into three sections. Each section is divided into four topics. Each topic includes an application.

Topics:

- Motion and relativity
- Electricity and Magnetism
- Light and Atoms

Stage 2 Assessment

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

School-based Assessment	Weighting
Investigations Folio	30%
Skills and Applications Tasks	40%

External Assessment	Weighting
Examination	30%

Information on the External Assessment at Stage 2

Examination

Students undertake a 2 hour and 10 minute written examination consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response, and graphical interpretation. Questions will cover all topics, including the applications and experimental skills, and some may require students to integrate their knowledge from a number of topics. An equation sheet will be included in the examination question booklet. The examination will be marked by external assessors with reference to performance standards.

Earth and Environmental Science

Stage 2 Earth and Environmental Science offers students the opportunity to study the systems that interact to create the environments in which we live. Students will build knowledge about earth systems, the resources we obtain from the earth and the phenomenon of climate change. Students will undertake field and laboratory investigations to study the interactions of earth systems.

SACE Credits
20

Stage 2 Content

Earth and Environmental Science is organised into four sections. Each section is divided into four topics. Each topic includes an application.

Topics:

- Earth Systems
- Earth's Resources
- Earth's Sustainable Future
- Climate Change

Stage 2 Assessment

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

School-based Assessment	Weighting
Investigations Folio (at least two practical and one SHE investigation)	30%
Skills and Applications Tasks (at least three)	40%

External Assessment	Weighting
Earth Systems Study (external investigation)	30%

Information on the External Assessment at Stage 2

Earth Systems Study

Students undertake one fieldwork investigation into a particular local environmental issue, concern, initiative, or successful undertaking that can be linked to topics studied in Stage 2 Earth and Environmental Science. Students develop a research question, then design, plan, undertake, and report on a field-based extended investigation to answer the question. The investigation must include collection and analysis of both primary and secondary data. Students analyse the information gathered in terms of the interactions of two or more of the Earth's spheres.

Psychology

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

Stage 1 and Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

SACE Credits
20

Stage 2 Content

Topics:

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

Stage 2 Assessment

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

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

Information on the External Assessment at Stage 2

Examination

Students undertake a 2 hour and 10 minute online external examination. The examination consists of short-answer and extended-response questions assessing the topics Social Influence and The Psychology of Learning.

Scientific Studies

Through a focus on science inquiry skills and scientific ways of observing, questioning, and thinking, students in Scientific Studies actively investigate and respond to authentic, engaging, and complex questions, problems, or challenges. Students apply inquiry-based approaches to design, plan, and undertake investigations on a short term or more extended scale, responding to local or global situations. Both collaboratively and individually, they employ a scientific approach to collecting, representing, and analysing data, using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

SACE Credits
20

Stage 2 Content

For a 20-credit subject, student undertake a major theme of Forensic Science throughout the year.

In Stage 2 Scientific Studies, scientific inquiry is the basis for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three integrated strands:

- understanding of scientific concepts
- science as a human endeavour
- science inquiry skills.

Stage 2 Assessment

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

School-based Assessment	Weighting
Inquiry Folio	50%
Collaborative Inquiry	20%
External Assessment	Weighting
Individual Inquiry	30%

Information on the External Assessment at Stage 2

Individual Inquiry

Students undertake one individual inquiry using the proposal developed and assessed in Assessment Type 1: Inquiry Folio. Students use the design proposal (incorporating changes made as a result of the feedback, if appropriate) from Assessment Type 1: Inquiry Folio to conduct a practical investigation for which the outcome is uncertain. The combined word count for the individual investigation report should be a maximum of 1500 words, if written, or the equivalent in multimodal form.

Investigation

The Investigation may be either a practical investigation or an issues investigation.

Practical Investigation

Students undertake a practical investigation based on a product, task, or service in which they have been involved. The practical investigation may be presented in written, oral or multimodal form. Students complete a report on their practical investigation in which they document the process of planning, making, delivering, and evaluating.

The report should be up to a maximum of 1000 words for a 10-credit subject, or 2000 words for a 20-credit subject, if in written form, or the equivalent in other forms.

Issues Investigation

Students undertake an investigation of a local, national, and/or global issue, culture or environment relating to the focus industry. It should be based on one or more of the topics studied. The issues investigation may be presented in written, oral or multimodal form.

The report should be up to a maximum of 1000 words for a 10-credit subject, or 2000 words for a 20-credit subject, if in written form, or the equivalent in other forms.

The investigation 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 investigation with reference to the performance standards.