



2019

COURSE DESCRIPTORS

SENIOR SECONDARY

SACE Stages 1 and 2



Government of South Australia
Department for Education



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SACE Stage 1 Communications

Essential English Vocational Pathways

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Essential English is undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. 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.

ASSESSMENT

This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating text through -

50% Responding to Texts

Students consider ways in which texts communicate information, ideas, and perspectives within the workplace.

50% Creating Texts

Students are supported to create their own written, oral, visual, digital or multi-modal texts by examining the links between language in the workplace

Students should provide evidence of their learning through 8 assessments, with at least 2 assessments from each assessment type. At least 2 assessment tasks should be oral or multi-modal presentations and at least 2 should be in written form.

PRE-REQUISITE

- Teacher recommendations required.
- Students must have achieved a C grade or higher in Year 10 English.

NOTES

Students undertaking a VET course may wish to select Vocational Pathways English, but it is not exclusive to VET students.

SACE Stage 1 Communications

Essential English Literacy Focus

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Essential English is undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. 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.

ASSESSMENT

This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating text through:

40% Responding to Texts

Students consider ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the context, purpose, and audience.

60% Creating Texts

Students are supported to create their own written, oral, visual, digital or multi-modal texts by using appropriate language features, content, and mediums for different purposes, audiences, and contexts.

Students should provide evidence of their learning through 8 assessments, with at least 2 assessments from each assessment type. At least 2 assessment tasks should be oral or multi-modal presentations and at least 2 should be in written form.

PRE-REQUISITE

- Teacher recommendations required.
- Achievement of PACE credits in Communications from previous year.

NOTES

This subject is designed to enable students to consolidate and expand their literacy skills.

SACE Stage 1 Communications

English Communication Focus

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

English is undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. In this subject, students analyse the interrelationship between author, text, and audience with an emphasis on how language features shape ideas in a range of contexts. This is achieved through reading, viewing, writing, composing, listening, speaking, and using information and communication technologies (ICTs) in appropriate ways and for different purposes. Students are encouraged to read, consider, and appreciate a wide range of texts in various forms and media.

ASSESSMENT

This subject focuses on students demonstrating evidence of their learning through the following assessment types:

40% Responding to Texts

Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others' perspectives.

40% Creating Texts

Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multi-modal forms.

20% Inter-textual Study

Students reflect on their understanding of inter-textuality by analysing the relationships between texts, or demonstrating how their knowledge of other texts has influenced the creation of their own texts.

Students should provide evidence of their learning through 8 assessments, with at least 2 assessments from each assessment type. At least 2 assessment tasks should be oral or multi-modal presentations, and at least 2 tasks should be in written form.

PRE-REQUISITE

- Teacher recommendations required.
- Students must have achieved a B grade or higher in Year 10 English.

NOTES

Please be aware this subject involves -

- Reading and analysis of texts.
- Written tasks that are 800-1,000 words in length.
- At least 2 oral presentation of a maximum of 5 minutes each.

SACE Stage 1 Communications

English Literary Focus

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

English is undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. In this subject, Students analyse the interrelationship between author, text, and audience with an emphasis on how language features shape ideas in a range of contexts. There is a focus in English on the exploration and development of English skills, strategies, knowledge, and understanding, for a variety of purposes. This is achieved through reading, viewing, writing, composing, listening, speaking, and using information and communication technologies (ICTs) in appropriate ways and for different purposes. Students are encouraged to read, consider, and appreciate a wide range of texts in various forms and media.

ASSESSMENT

This subject focuses on students demonstrating evidence of their learning through the following assessment types:

40% Responding to Texts

Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others' perspectives.

40% Creating Texts

Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multi-modal forms.

20% Inter-textual Study

Students reflect on their understanding of inter-textuality by analysing the relationships between texts, or demonstrating how their knowledge of other texts has influenced the creation of their own texts.

Students should provide evidence of their learning through 8 assessments, with at least 2 assessments from each assessment type. At least 2 assessment tasks should be oral or multi-modal presentations, and at least 2 tasks should be in written form.

PRE-REQUISITE

- Teacher recommendations required. Students that intend to select Stage 2 English Literary Studies in 2019, are recommended for this subject.
- Students must have achieved a B grade or higher in Year 10 English.

NOTES

Please be aware this subject involves -

- Reading and an emphasis on critical analysis of complex texts.
- Written tasks that are 800-1,000 words in length.
- At least 2 oral presentation of a maximum of 5 minutes each.

SACE Stage 1 Communications

English as an Additional Language (EAL)

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

English as an Additional Language is undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. In this subject, Students will develop and use skills and strategies in communication, comprehension, language and text analysis, and creating texts. Students must present written, oral and multi-modal responses for assessment.

ASSESSMENT

This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating text through:

50% Responding to Texts

Students read and view a variety of texts including literary, media, and every day texts.

25% Interactive Study

Students (the interviewers) conduct an oral interview with one or more people about an issue or an aspect of cultural life.

25% Language Study

Students identify and analyse aspects of language used in one or more texts e.g. newspapers, magazines, television extracts etc.

At least one assessment must be an oral or multi-modal response. Students are assessed against the SACE Stage 1 EAL performance standards.

PRE-REQUISITE

- Teacher recommendations required.
- Students must have achieved a C grade or higher in Year 10 English.

NOTES

All students who wish to enroll in an EAL subject will be required to apply to the SACE Board for eligibility.

SACE Stage 2 Communications

Essential English

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

The focus is on the ways in which students, individually or in groups, use language to establish and maintain effective connections and interactions with people in different contexts. Students connect with other people in many ways, using a variety of forms for different purposes. When students engage with texts or language they develop skills in making connections with vocational, cultural, or social aspects of their experiences in different contexts, including the wider community. Through the connections they make, students use language skills to interact and work effectively with other people, and to solve problems.

ASSESSMENT

The focus is on the ways in which students, individually or in groups, use language to establish and maintain effective connections and interactions with people in different contexts. Students connect with other people in many ways, using a variety of forms for different purposes. When students engage with texts or language they develop skills in making connections with vocational, cultural, or social aspects of their experiences in different contexts, including the wider community. Through the connections they make, students use language skills to interact and work effectively with other people, and to solve problems.

School Assessment 70%

30% Responding to Text

Students should read and respond to three different texts. They should undertake at least one of the responses in oral or multi-

modal form. A written response should be a maximum of 800 words. An oral presentation should be a maximum of 6 minutes; a response in multi-modal form should be of equivalent length.

40% Creating Text

Students produce three texts and undertake at least one of the texts in oral or multi-modal form and at least one of the texts in written form. One task must be an Advocacy text. A written response should be a maximum of 800 words. An oral presentation should be a maximum of 5 minutes; a response in multi-modal form should be of equivalent length.

External Assessment 30%

30% Language Study

The Language Study is externally assessed. Students undertake one language study that is a maximum of 1500 words if written, or the equivalent in multi-modal form.

PRE-REQUISITE

- Teacher recommendations required.
- Students need to have achieved a C grade or higher in any of the Stage 1 Essential English courses to be recommended for this subject.

NOTES

Please be aware this subject involves -

- A focus on different contexts and/or texts within any class group and this may be vocational, cultural, and/or social.
- It is anticipated that from 2018 all assessments (written, oral, and multi-modal) will be submitted electronically.

SACE Stage 2 Communications

English

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

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. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multi-modal. Students 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.

ASSESSMENT

For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

School Assessment 70%

30% Responding to Text

Students produce three responses to texts. Two of the responses must be written, and one must be oral. Either the oral response or one of the written pieces may be replaced by a multi-modal response. Written responses are to be a maximum 2000 words and an oral response a maximum of 6 minutes.

40% Creating Text

Students create written, oral, and/or multi-modal texts for procedural, imaginative, analytical, persuasive, and/or different purposes. Students create three texts and one writer's statement. At least one text should be written. The three texts should total a maximum of 3000 words, and the writer's statement should be a maximum of 1000 words; an oral and/or multi-modal text or writer's statement should be of equivalent length.

External Assessment 30%

30% One Comparative Analysis

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audiences. These texts can be selected from one or more of the following categories: extended texts, poetry, drama texts, film texts and media texts. The comparative analysis should be a maximum of 2000 words.

PRE-REQUISITE

- Teacher recommendations required.
- Students need to have completed one of the Stage 1 English courses with a C grade or higher to be recommended for this subject.

NOTES

Please be aware this subject involves -

- A significant amount of writing, mostly in the form of essays.
- Oral responses of 6 minutes.

SACE Stage 2 Communications

English Literary Studies

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

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.

ASSESSMENT

For a 20-credit subject, students should provide evidence of their learning through nine assessments, including the external assessment component.

School Assessment 70%

50% Responding to Text

Students complete up to 5 responses to texts.

20% Creating Text

Students complete 2 created texts.

External Assessment 30%

15% Part A - Comparative Text Study

The Comparative Text Study compares one of the texts studied in the shared studies with another text individually chosen by the student, in a response of a maximum of 1500 words. This response is a critical essay, in which the two texts are discussed in relation to each other.

15% Part B - Critical Reading

Critical Reading is a 90 minute examination developed by the SACE board.

PRE-REQUISITE

- Teacher recommendations required.
- Students need to have completed the Stage 1 English course with a B grade or higher to be recommended for this subject.

NOTES

Please be aware this subject involves -

- A significant amount of writing, mostly in the form of essays.
- Oral responses of 6 minutes.

SACE Stage 1 Creative Thinking Art

Creative Arts

SACE Credits 10

Subject Length 1 Semesters

DESCRIPTION

This course provides an in depth study and hands on approach to the 'behind the scenes' work of various creative industries and is an opportunity to work on collaborative project in small or large teams. Students will also have the opportunity to explore a creative industry and develop the skills required for its applications. Students will study a range of topics related to their creative focus. Generally, students will explore and develop the skills required for their creative focus, discover the use of technology within their creative industry, the career and educational requirements for their profession and finally, the aim, influence and intentions of practitioners within their field.

Examples of related industries are (but not limited to) -

- Film making
- Murals
- Exhibition curation
- Illustration
- Performance arts
- Digital art

ASSESSMENT

Assessment at Stage 1 Creative Arts is school based.

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

- 1 x Creative Product (including support material)
- 1 x Folio (An Investigation and a Practical Skills Assessment)

RECOMMENDATION

Successful completion of Audio-Visual Creators at a C grade or higher is recommended.

SACE Stage 1 Creative Thinking Art

Dance

SACE Credits 10

Subject Length 1 Semesters

DESCRIPTION

Stage 1 Dance is designed to prepare students for Stage 2 Dance. Students are assessed on the four main parts of dance such as performance, composition, theory and technique. Students work together as a class and produce a class dance in several different genres and themes. Students learn skills in working together as a group as well as leadership skills. Students have the opportunity to choreograph their 2 minute piece in small groups based on a theme. Choreographic pieces and Class dances are performed at a Dance Night at the end of the semester.

ASSESSMENT

It is recommended students who want to pursue SACE Stage 2 Dance complete both semester A and B. Assessment is based on 4 components.

- Performance
- Composition
- Theory
- Technique

RECOMMENDATION

Successful completion of Dance Academy at a C grade or higher is recommended. Students would benefit from having a high level interest in creative expression, and a willingness to perform on stage.

SACE Stage 1 Creative Thinking Art

Film Studies Integrated Learning

SACE Credits 10

Subject Length 1 Semesters

DESCRIPTION

Students will conduct an in-depth study of advertising, discovering the evolution of marketing techniques and the controversies associated within the industry. Students will also study the process of film making, examining the influential power of editing to manipulate audience emotion. Students will study the representation of gender in film, examining the evolution of stereotyping in cinema. This course provides the foundation for students can continue to develop skills in film making for Stage 2 with advanced film techniques, pre and post- production work, while studying a range of contemporary media issues faced within Australia.

ASSESSMENT

Assessment at Stage 1 Film Studies is school based.

30% Folio

40% Two Products

30% Investigation

RECOMMENDATION

Successful completion of Media Arts Academy at a C grade or higher is recommended. Students would benefit from having a high level interest in creative expression, and a willingness to be involved in collaborative productions.

SACE Stage 1 Creative Thinking Art

Visual Arts Art

SACE Credits 10

Subject Length 1 Semesters

DESCRIPTION

This course is a precursor for Stage 2 Visual Arts. Initially guided by the teacher the course allows students to go on to develop their own areas of interest in Visual Art. Students are introduced to a range of art styles, art genres and practical experiments with media and art techniques to develop themes and ideas which leads to practical artworks and detailed studies of artists and art ideas.

ASSESSMENT

Assessment at Stage 1 Visual Art is school based

- 40% Folio-Folio of research and practical ideas
- 30% Practical-a practical artwork based on ideas from the folio with a practitioner's statement
- 30% Visual Study-Art Genre and /or Artist investigative study

RECOMMENDATION

Successful completion of Year 10 Visual and Contemporary arts at a C grade or higher is recommended.

SACE Stage 2 Creative Thinking Art

Arts and the Community Community Studies

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This is a community based course. It does NOT count towards an ATAR score. Students investigate artists and art style, then develop a practical artwork of their choice. They then collaboratively plan and participate in a community event. The community event consists of a community based art exhibition where each student exhibits their chosen practical work.

Areas of study -

- **Planning and Reflecting** Ongoing reflection of progress and processes
- **Research** research into artists and art styles and art terminology
- **Practical** Media and material experiments and the production of practical artworks
- **Community Project** planning and organisation of a community event to showcase student work.

ASSESSMENT

70% Assessment Type 1 - School-based Assessment

- Folio of artwork planning
- Practical artwork
- Practitioner's Statement
- Exhibition planning folio
- Community Event and feedback reflection

30% Assessment Type 2 - External Assessment

- Reflection – 1000 word reflective essay on student work progress and work completion for the topic

RECOMMENDATION

Successful completion of Stage 1 Visual arts at a C grade or higher is recommended.

SACE Stage 2 Creative Thinking Art

Creative Arts

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This course provides an in depth study and hands on approach to the 'behind the scenes' work of various creative industries and is an opportunity to work on collaborative project in small or large teams. Students will also have the opportunity to explore a creative industry and develop the skills required for its applications. Students will study a range of topics related to their creative focus. Generally, students will explore and develop the skills required for their creative focus, discover the use of technology within their creative industry, the career and educational requirements for their profession and finally, the aim, influence and intentions of practitioners within their field. Topics of study are determined by the student's creative interests. For example, students could pursue the study of lighting, audio management, sound engineering, event management, film making, makeup special effects, hair/makeup, costume design, murals, exhibition curation, illustration, performance arts, and digital art.

ASSESSMENT

Assessment at Stage 2 is a combination of school based and external assessment. Students demonstrate evidence of their learning through the following assessment types -

School-based Assessment 70%

50% Two Creative Products
20% Investigation

External Assessment 30%

30% Creative Skills Assessment

RECOMMENDATION

Successful completion of Stage 1 Creative Arts at a C grade or higher is recommended. Students would benefit from having a high level interest in creative expression, and a willingness to participate in collaborative products.

NOTE

Students should be aware that in addition to practical based assessment there is a considerable amount of written work, particularly in the form of process journals.

SACE Stage 2 Creative Thinking Art

Film Studies Integrated Studies

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students in this course will study in-depth film theory topics. Students will study cult cinema and examine the process unconventional films go through to become cult classics such as "Donnie Darko", "From Dusk til Dawn" and "Reservoir Dogs". Students will also study the power and influence of the Auteur Theory in modern film making, advertising and their own identity. Finally, students will study the process of short film making, providing them with the final skills, contacts and knowledge required for continuing their contribution to film making, beyond school.

Topics include the following three themes -

- Cult Cinema and its Pioneers
- The Auteur Theory
- The Conventions of Short Film Making

ASSESSMENT

Assessment includes two components:

School-based Assessment 70%

30% Folio

40% Two Products

External Assessment 30%

30% Investigation

RECOMMENDATION

Successful completion of Stage 1 Film Studies at a C grade or higher is recommended. Students would benefit from having a high level interest in creative expression, and a willingness to be involved in collaborative productions

NOTE

Please be aware this subject involves an extensive amount of theory. However, all tasks can be written, presented orally or filmed in a multi-modal.

SACE Stage 2 Creative Thinking Art

Visual Art

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This is a self-directed course which involves detailed exploration and research into several areas of Visual Art. Students develop themes and ideas and undertake comprehensive studies of artists and art ideas to develop their personal aesthetic. They explore and document a range of materials, techniques and art processes to develop a series of practical artworks.

ASSESSMENT

Assessment will be 5-6 task across 3 types of assessment types

School-based Assessment 70%

40% 2 x 20 page folios of research and practical ideas

30% 2 x Practical artworks with practitioner statements

External Assessment 30%

30% Visual Study – Art based research folio

RECOMMENDATION

Successful completion of Stage 1 Visual arts at a C grade or higher is recommended.

SACE Stage 2 Creative Thinking Art

Dance

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students study technique, composition, performance, and critical analysis. Students choreograph and organise an entire 4 minute performance based on a theme using the elements of dance. Students are not required to dance in their own piece and can select their own dancers. Students write a choreographic research and analysis folio on their choreographic piece.

The folio is presented in a folder with all research, media, reflection, inspirations, processes and analysis shown in logical order. Students summarise their experience in 1500 words for moderation. The Stage 2 class presents a moderation performance at the Shedley Theatre where each student must be on stage for 15 minutes. All students must be seen in a solo, duo, or trio capacity for at least 1 minute consecutively. The group production will be marked by external assessors with reference to the performance standards. Students learn 9 technique exercises which are designed to show the various skills in posture, alignment and flexibility. Exercises are filmed and sent to moderation. The critical analysis involves writing a historical and contemporary essay.

Stage 2 Dance consists of three areas of study:

- Skills Development (4 minute Choreography and Technique exam with folio)
- Critical Analysis (Historical and Contemporary essay)
- Group Production (Moderation performance)

ASSESSMENT

The Dance Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

50% Practical Skills

20% Written response

30% Performance

RECOMMENDATION

Successful completion of Stage 1 Dance at a C grade or higher is recommended. Students would benefit from having a high level interest in creative expression, and a willingness to perform on stage

NOTE

Students should be aware that in addition to practical based assessment there is a considerable amount of written work, particularly in the form of process journals.

SACE Stages 1&2 Creative Thinking Tech

Woodwork Outdoor Construction

SACE Credits 10

Subject Length 1 Semester

DESCRIPTION

Students will develop an in-depth understanding of Outdoor Construction techniques. Students will also develop an understanding of real world Construction standards and use power tools relevant to the construction industry. Students will work with teaching staff to develop projects which will be built within school grounds.

ASSESSMENT

Assessment will be divided into four components

20% Minor Product

30% Portfolio

40% Major Product

10% Evaluation

NOTES

This course aims to prepare students for Stage 1 Wood/Metal (Material Products), Stage 1 3D Printing and Laser Cutting, VET. pathways and a range of career options in the Manufacturing Industry.

SACE Stages 1&2 Creative Thinking Tech

Metalwork Construction

SACE Credits 10

Subject Length 1 Semester

DESCRIPTION

Students will develop an understanding of fabrication techniques. Students will work through a design process using set criteria to create a design solution. The class will develop knowledge to safely apply a range of trade based skills in metal fabrication including the use of hand and power tools, MIG/Oxy Acetylene welding, machining and other relevant trade skills.

ASSESSMENT

Assessment will be divided into four components

30% Product 1

30% Product 2

30% Product 3

10% Evaluation

NOTES

The course aims to prepare students for a career pathway in Engineering and a range of career options in the engineering and fabricating field.

SACE Stages 1&2 Creative Thinking Tech

Advanced Manufacturing

SACE Credits 10

Subject Length 1 Semester

DESCRIPTION

In this subject students are required to work through a range of advanced CAD tutorials to help to develop their skills. They work on Design Briefs to solve practical problems in creative and enterprising ways. This requires them to research, investigate and communicate both verbally and through sketching and drawing as they analyse, formulate and evaluate their designs and the designs of others. Students develop a portfolio which illustrates their thought processes as they develop their designs to solve the Design Briefs they are given. Final drawings are then completed using Autodesk Inventor.

ASSESSMENT

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

- Skills and Applications Tasks
- Folio (including research, critical analysis, sketching, technical drawings and a written evaluation)

SACE Stages 1&2 Creative Thinking Tech

Photography

SACE Credits 10

Subject Length 1 Semester

DESCRIPTION

This course is designed to allow students to begin Photography regardless of their current skill level and prior experience and to enable students to continue their photography from year 11. Photography is not only designed to teach students the functions of the camera but to give them a complete understanding of the Photographic Industry. Students will spend the majority of the course developing their Adobe Photoshop skills and should expect to be able to confidently use the program by the end of the semester. The course offers students access to a wide range of technology including DSLR cameras, underwater cameras, time lapse cameras, studio lighting and backdrops.

ASSESSMENT

Assessment will be divided into four components

10% Skills and Application Task 1

10% Skills and Application Task 2

30% Folio

50% Product

RECOMMENDATION

This subject is recommended for students who have completed Year 10 Photography, but this is not a compulsory prerequisite.

NOTES

This subject is recommended for students interested in studying Stage 2 Photography and for students who are interested in a career in Photography.

SACE Stages 1&2 Creative Thinking Tech

Information Processing and Publishing (IPP)

SACE Credits 10

Subject Length 1 Semester

DESCRIPTION

Information Publishing and Processing is a practical based subject where students develop creative solutions for text based communication tasks. Topics are decided with students and where possible, tasks are given real world contexts. Students select suitable hardware and software solutions to produce a wide variety of products throughout the semester.

ASSESSMENT

Assessment is school based and is comprised of three components:

- Practical Skills
- Product and Documentation
- Issues Analysis

RECOMMENDATION

A minimum C grade in year 10 Photography is highly recommended.

SACE Stages 1&2 Creative Thinking Tech

Digital Technologies SA Power Networks

SACE Credits 10

Subject Length 1 Semester

DESCRIPTION

The SA Power Networks Focus will allow students to connect with industry leaders to explore innovative technologies.

The academy will provide students with the opportunity to -

- Engage with emerging technologies (CAD, 3D Mapping, Game Development, Programming, Drones and AR / VR technologies).
- Develop skills and capabilities by completing self-paced online modules.
- Work on real briefs assignment by SA Power Networks.
- Build meaningful industry connections.
- Experience work and employment programs.

For Students Solely interested in Stage 1 or 2 Digital Technologies without the focus on the SA Power Networks learning options will be negotiated. These options may include a choice of gaining computer coding skills through the following services: interactive web programming, 2D/3D gaming, interactive animation, App design, or motion capture.

ASSESSMENT

Assessment includes two components:

Process Folio 70%

40% Systems Development Life Cycle Folio

30% Skills and Applications Tasks

Major Project 30%

RECOMMENDATION

An achievement level of 'C' or better in Year 10 Maths, Year 10 Science and Year 10 Digital Worlds.

NOTES

Students will need to supply a 16Gb USB Storage device and Multimedia Headphones at their own cost.

SACE Stages 1&2 Global Studies

Business & Enterprise

SACE Credits 10 or 20

Subject Length 1 or 2 Semesters

DESCRIPTION

Focused around Playford's very own Coffee & Co cafe, students will learn how to successfully manage a small enterprise within a team-taught composite class. Students attempting Stage 1 Business Innovation will be responsible for the day-to-day running of the cafe, whereby gaining skills in financial decision-making, communication, networking and problem-solving. Students completing Stage 2 Business & Enterprise will evaluate the theories that underpin successful business operations, lending their expertise to enhance the Coffee & Co venture.

TOPICS

Stage 1 Business Innovation

- Finding & Solving Problems
- Information & Communication
- Financial Decision-Making
- Global, Local & Digital Connections
- Risks & Opportunities

Stage 2 Business & Enterprise

- Business Structure
- Marketing & Technology
- Human Resources & Employment
- Law & Government
- Global Business

ASSESSMENT

Stage 1 Business Innovation

75% Business Skills
20% Business Pitch

Stage 2 Business & Enterprise

30% Folio
20% Practical
20% Issues Study
30% Report (External)

RECOMMENDATION

Achievement of a C or higher in Rewards & Rip-Offs. Participation in Shark Tank or Share market Game Masterclass an advantage.

SACE Stages 1&2 Global Studies

Society & Culture

SACE Credits 10 or 20

Subject Length 1 or 2 Semesters

DESCRIPTION

Explore almost any social, cultural, political or environmental issue you like! In negotiation with your teacher and classmates you can choose to focus on Aboriginal perspectives, Women's issues, or media depicting Ancient Historical themes. Alternatively, delve into areas of your own personal interest such as Refugee & Migrant experiences, Youth Culture, Peace & Conflict, Terrorism, Rights & Power, Popular Culture or Environmental Issues. Appreciate how people function and communicate in and across cultural groups. Make connections and understand people from diverse backgrounds and experiences. Delivered as a composite Stage 1 and 2 class.

TOPICS

Aboriginal Studies

- Diversity & Identities
- Cultural Expressions
- Contemporary Experiences

Women's Studies

- Representation
- Work & Family
- Health & Wellbeing
- Struggles & Empowerment

Ancient Studies

- Daily Life
- Military Conflict
- Political Power
- Religion
- Literature

ASSESSMENT

Stage 1 Society & Culture

- 40% Sources Analysis
- 40% Group Activity
- 20% Investigation

Stage 2 Society & Culture

- 50% Folio
- 20% Interaction
- 30% Investigation (External)

RECOMMENDATION

Achievement of a C or higher in any Global Studies course.

SACE Stages 1&2 Global Studies

Geography in the Field Integrated Learning

SACE Credits 10 or 20

Subject Length 1 or 2 Semesters

DESCRIPTION

Appreciate the economic, social and environmental importance of place by going on field trips and orienteering exercises around Adelaide. Learn about the complexity of our region, the diversity of its environments and the challenges and opportunities facing us as locals. Promote a more sustainable way of life and an awareness of social and spatial inequalities in our own community. Delivered as a composite Stage 1 and 2 class.

TOPICS

Possible themes include

- Natural Hazards
- Human Hazards
- Livability
- Population Change
- Sustainability
- Tourism

ASSESSMENT

Stage 1 Integrated Learning

40% Practical Exploration
40% Connections
20% Personal Venture

Stage 2 Integrated Learning

40% Practical Inquiry
30% Connections
30% Personal Endeavour (External)

RECOMMENDATION

Achievement of a C or higher in Save the Environment or Poverty & Inequality. Participation in Sim City or Geocaching & Orienteering Masterclass an advantage.

NOTES

Excursions may incur a small fee.

SACE Stage 1 Languages

Chinese

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

In this course students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness and understanding of the Chinese language and culture in relation to their own. Students reflect on their own attitudes, beliefs and values, and develop an understanding of how culture and identity are expressed through language. Students develop and apply linguistic and inter-cultural knowledge, understandings and skills by interacting with others, creating texts in Chinese, analysing a range of texts in Chinese and examining relationships between language, culture and identity.

TOPICS

Students explore a range of prescribed themes and topics from the perspective of diverse individuals and groups in their Chinese speaking communities and in their own community.

ASSESSMENT

- 20% Interaction - China scholarship
- 20% Text Production – Article
- 20% Text Analysis - Reading and responding
- 20% Investigation - Response in Chinese
- 20% Investigation - Reflective response in English

RECOMMENDATIONS

Please note that Eligibility Guidelines apply to this subject.

PREREQUISITES

This course is for anyone who has had exposure to the Chinese language for at least 3 years.

SACE Stage 2 Languages

Chinese

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

In this course students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness and understanding of the Chinese language and culture in relation to their own. Students reflect on their own attitudes, beliefs and values and develop an understanding of how culture and identity are expressed through language. Students develop and apply linguistic and inter-cultural knowledge, understanding and skills by interacting with others, creating texts in Chinese, analysing a range of texts and examining relationships between language, culture and identity.

TOPICS

Stage 2 Chinese (Continuers) consists of three themes and a number of prescribed topics and suggested subtopics.

- The Individual
- The Chinese-speaking Communities
- The Changing World

ASSESSMENT

Assessment at Stage 2 Chinese continuers level consists of the following components, weighted as shown.

School-based Assessment 70%

50% Folio

20% In-depth study

External Assessment 30%

30% Examination (written and oral)

RECOMMENDATIONS

Please note that Eligibility Guidelines apply to this subject.

PREREQUISITE

This course is for anyone who has had exposure to the Chinese language for at least 4 years.

SACE Stage 1 Mathematics

Essential Mathematics Numeracy

SACE Credits 10 or 20

Subject Length 1 or 2 Semesters

DESCRIPTION

Essential Mathematics (Numeracy) 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, 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 vocational career.

TOPICS

- Scales, Plans, and Models
- Measurement
- Statistics

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

30% Folio - Investigations

70% Tests

NOTES

Can be used as the compulsory 10 credits for SACE completion.

SACE Stage 1 Mathematics

Essential Mathematics Trade

SACE Credits 10 or 20

Subject Length 1 or 2 Semesters

DESCRIPTION

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

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.

TOPICS

- Scales, Plans, and Models
- Measurement
- Business Applications
- Statistics
- Investments and Loans

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

70% Folio - Investigations and Tests

30% External Exam

NOTES

Can be used as the compulsory 10 credits for SACE completion.

SACE Stage 1 Mathematics

General Mathematics

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These 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.

TOPICS

Modelling with Linear Relationships

- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models
- Open Topic

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

30% Folio - Investigations

70% Tests

NOTES

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics. Can be used as the compulsory 10 credits for SACE completion.

SACE Stage 1 Mathematics

Mathematical Methods

SACE Credits	20
Subject Length	2 Semesters

DESCRIPTION

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.

TOPICS

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

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

- 30% Folio - Investigations and Tests
- 70% External Exam

RECOMMENDATION

Students must have completed Year 10 1 Mathematics to a very high standard.

NOTES

Students cannot enroll in this course unless they have a very high level of achievement from Year 10.

SACE Stage 1 Mathematics

Specialist Mathematics

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

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

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

TOPICS

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

70% Folio

30% Tests

RECOMMENDATION

Students must have successfully completed Year 10 Mathematics to a very high standard

NOTES

Students can not complete this subject unless they are also enrolled or have previously completed Mathematical Methods at Sage 1 level.

SACE Stage 2 Mathematics

Essential Mathematics

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

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

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.

TOPICS

- Scales, Plans, and Models
- Measurement *
- Business Applications
- Statistics *
- Investments and Loans *
- Open Topic

Students study five topics from the list of six topics above. Topics marked with * are examinable

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

70% Folio: Investigations and Tests

30% External Exam

RECOMMENDATIONS

Students must have successfully completed 20 credits of stage 1 mathematics.

SACE Stage 2 Mathematics

General Mathematics

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These 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 General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

TOPICS

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models *
- Financial Models *
- Discrete Models *
- Open Topic
- Students study five topics from the list of six topics above.

All students must study topics with *.

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

70% Folio - Investigations and Tests

30% External Exam

RECOMMENDATION

Students must have completed Stage 1 General Mathematics or Stage 1 Mathematical Methods to a high standard.

NOTES

Must have General Maths or Maths Methods from Stage 1 as a background.

SACE Stage 2 Mathematics

Mathematical Methods

SACE Credits	20
Subject Length	2 Semesters

DESCRIPTION

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.

TOPICS

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

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

- 70% Folio - Investigations and Tests
- 30% External Exam

RECOMMENDATION

Students must have completed Stage 1 Mathematical Methods to a very high standard.

NOTES

Students cannot enroll in this course unless they have a very high level of achievement from stage 1 mathematical methods.

SACE Stage 2 Mathematics

Specialist Mathematics

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

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

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

TOPICS

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

70% Folio

30% External Exam

RECOMMENDATION

Students must have successfully completed 20 credits of Specialist Mathematics at Stage 1 and be enrolled in Stage 2 Mathematical Methods concurrently.

NOTES

Students can not complete this subject unless they are also enrolled or have previously completed Mathematical Methods (Mathematical Studies) at Sage 2 level.

SACE Stage 1 Music

Music Advanced

SACE Credits 20

Subject Length Full Year Required

DESCRIPTION

This course is for students who have a focused interest in performance, extended repertoire as a soloist and the development of musicianship and analytical skills; preparing students for Tertiary Education.

Understanding Music: Development of knowledge and understanding of musical elements, Communication of musical ideas. **Creating Music:** Application of knowledge and understanding of musical elements, Exploration and application of musical skills and techniques in developing, refining, and presenting creative works, Interpretation of musical works.

Responding to Music: Development of musical literacy skills, Analysis and discussion of musical works and styles, Reflection on own learning in music.

TOPICS

- Performance Special Study – Students present an extended solo performance based on a theme, such as a single work, composer/artist or era
- Musical Styles and Analysis – Students develop their knowledge of analytical skills and terminology
- Composition/Arranging – Students develop their knowledge of compositional techniques and use professional music software to create their own work
- Musicianship – Students develop their knowledge of harmony, aural and applied theory

ASSESSMENT

60% Assessment Type 1 Creative Works

- Performance Special Study – Public Performances
- Composition /Arranging

40% Assessment Type 2 Musical Literacy

- Musicianship Tests / Exam
- Score Analysis
- Musical Styles Analysis

PREREQUISITE

Successful completion of the Special Interest Music Course or by Audition. All students in this course are required to be studying voice or an instrument through the instrumental music program. Should any instrument(s) need to be hired, the cost is \$20 per term, per instrument. (ONLY IF REQUIRED)

SACE Stage 2 Music

Performance Solo

SACE Credits 10

Subject Length Full Year Required

DESCRIPTION

Students are required to perform program of a minimum of 18 minutes of contrasting repertoire throughout three performances. Students are required to attend their Instrumental lessons on a weekly basis. Students are assessed on accuracy, technique and musicianship.

This subject involves -

- A significant amount of practice on Solo instrument
- Compulsory attendance at Instrumental Lessons
- Musical literacy, analysis and evaluation

ASSESSMENT

School-based Assessment 70%

30% Assessment Type 1 - Performance

Students present a Solo Performance of a single work or set of works by one or more composers. The performance should be to a maximum of 6 to 8 minutes and performed to a live audience

40% Assessment Type 2 - Performance and Discussion

Performance Students present a Solo Performance of a single work or set of works by one or more composers. The performance should be to a maximum of 6 to 8 minutes and performed to a live audience

Discussion students comment on how their understanding of the style, structure, and conventions of the repertoire informs their performance, critique the strategies they used in improving and refining their skills, technique, and accuracy in practice and performance. The discussion should be a maximum of 800 words or the equivalent in multi-modal form.

External Assessment 30%

30% Assessment Type 3 - Performance Portfolio

Students present a Solo Performance portfolio consisting of 6 to 8 minutes and an individual evaluation of their learning journey. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multi-modal form.

PREREQUISITE

Successful completion of Stage 1 Music Advanced or VET Certificate III performance unit or by audition. All students in this course are required to be studying voice or an instrument through the instrumental music program.

SACE Stage 2 Music

Performance Ensemble

SACE Credits 10

Subject Length Full Year Required

DESCRIPTION

Students are required to perform program of a minimum of 18 minutes of contrasting repertoire throughout three performances. Students are required to attend their Instrumental lessons on a weekly basis. Students are assessed on accuracy, technique and musicianship.

This subject involves:

- A significant amount of practice on instrument
- Compulsory attendance at Instrumental Lessons and Ensemble rehearsals
- Musical literacy, analysis and evaluation

ASSESSMENT

School Assessment 70%

30% **Assessment Type 1 - Performance**

Students present an ensemble performance and individual evidence of each student's contribution to the ensemble through individual part-testing. The performance should be to a maximum of 6 to 8 minutes and the part test approximately 2 minutes.

40% **Assessment Type 2 - Performance and Discussion**

Performance Students present an ensemble performance and individual evidence of each student's contribution to the ensemble through individual part-testing. The performance should be to a maximum of 6 to 8 minutes and the part test approximately 2 minutes.

Discussion students comment on how their understanding of the style, structure, and conventions of the repertoire informs their performance in the ensemble, critique the strategies they used in improving and refining their skills, technique, and accuracy in practice and performance. The discussion should be a maximum of 800 words or the equivalent in multi-modal form.

External Assessment 30%

30% **Assessment Type 3 - Performance Portfolio**

Students present an ensemble performance portfolio consisting of 6 to 8 minutes and the part test approximately 2 minutes and an individual evaluation of their learning journey. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multi-modal form.

PREREQUISITE

Successful completion of Stage 1 Music Advanced or VET Certificate III performance unit or by Audition. All students in this course are required to be studying voice or an instrument through the instrumental music program.

SACE Stage 2 Music

Music Studies

SACE Credits 20

Subject Length Full Year Required

DESCRIPTION

Students demonstrate an understanding of the relationship between theoretical notation and sound through the following -

Understanding Music Reflection on musical influences on own original creations. Synthesis of findings and expression of musical ideas.

Creating Music Application of knowledge and understanding of musical elements. Application of musical skills and techniques in developing, refining, and presenting creative works. Interpretation of musical works. Manipulation of musical elements.

Responding to Music Application of a range of musical literacy skills, including aural perception and notation. Deconstruction and analysis of musical works and/or styles.

ASSESSMENT

SCHOOL ASSESSMENT 70%

40% Assessment Type 1 - Creative Works

Students present a portfolio consisting of: their own creative works, which may be a performance or performances, a composition or compositions, or an arrangement or arrangements as well as a creator's statement in which they reflect on their creative works.

30% Assessment Type 2 - Musical Literacy

Students complete three musical literacy tasks that demonstrate high level analytical skills and includes at least one composition or arrangement of approximately 2 minutes.

EXTERNAL ASSESSMENT

30%

30% Assessment Type 3 - Examination

2-hour examination of applied knowledge and understanding of musical elements and musicianship skills

PREREQUISITE

Successful completion of Stage 1 Music - Advanced.

SACE Stage 2 Music

Music Explorations

SACE Credits 20

Subject Length Full Year Required

DESCRIPTION

Students demonstrate an understanding and application of musical elements, explore how music is made and explore musical styles, influences, techniques, and/or production through the following:

Understanding Music: Development of knowledge and understanding of musical elements and expression of musical ideas.

Exploring and Experimenting: Application of knowledge and understanding of musical elements to explore and experiment with music. Exploration of and experimentation with musical styles, influences, techniques, and/or production. Synthesis of findings from exploration of and experimentation with music.

Responding to Music: Application of musical literacy skills. Analysis and discussion of musical works. Reflection on and critique of own learning within music.

ASSESSMENT

School Assessment 70%

30% **Assessment Type 1 - Musical Literacy**

Students undertake three musical literacy tasks with a focus on composition and songwriting.

40% **Assessment Type 2 - Explorations Portfolio**

Students choose from the following topics -

Performance A set of short performances between 8 and 10 minutes presented to a live audience and recorded.

Composition A set of compositions should be between 4 and 6 minutes. Compositions may be produced in a digital format or as an audio recording, using a form of contemporary music notation appropriate to the style.

Building an Instrument A crafted musical instrument demonstrating playability and range of expression, in 3 to 4 minutes. The instrument requires a commentary that accompanies the portfolio.

External Assessment 30%

30% **Assessment Type 3 - Creative Connections**

Students present a final creative work (performance, composition, or arrangement) and a discussion of that work.

PREREQUISITE

Successful completion of Stage 1 Music Advanced, VET Certificate III in Music or demonstration of prior learning (folio of works required).

SACE Stage 1 Food and Hospitality

Child Studies

Subject Length 1 or 2 Semesters

DESCRIPTION

Students will develop skills, knowledge and understanding in the child studies program to explore contemporary issues related to children, in particular healthy eating, safety and the impact of technology.

TOPICS

Students will have four assessment tasks consisting of -

- Baby Food suitable for a 9 month old baby.
- Book Pack suitable for a primary school aged child.
- Baby Simulator.
- Investigation – Child Rights.

ASSESSMENT

Assessment includes the following components -

- 50% Practical Activity
- 20% Group Activity
- 30% Investigation

RECOMMENDATION

Students can select Stage 1 Child Studies as a one or two semester subject.

SACE Stage 1 Food and Hospitality

Food and Hospitality

Subject Length 1 or 2 Semesters

DESCRIPTION

Students develop skills and knowledge surrounding the Food and Hospitality industry. They explore knowledge of contemporary issues related to the industry, in particular healthy eating and catering for functions.

TOPICS

Semester 1

- **High Risk Foods** Select, prepare and present a dish with at least two high risk foods
- **Cultural Dessert** Select, prepare and present a dessert from a chosen culture that would be suitable on a café or restaurant dessert menu
- **Catering for a school based community event** Select, prepare and present a three course meal at a theatre style event.
- **Investigation** Write a 600 word report on the Food & Hospitality industry.

Semester 2

- **Gourmet Breakfast** Plan, prepare and present a gourmet breakfast dish that would be suitable to be served at a café.
- **Dessert Sharing** Plan, prepare and present a dessert that would be suitable to be served in a dessert restaurant.
- **Allergies and intolerances** In groups plan and prepare a take away style food option that is suitable for a particular dietary requirement which would be appropriate for service at the Royal Adelaide Show.
- **Investigation** Write a 600 word report on one chosen Food & Hospitality career.

ASSESSMENT

Assessment includes the following components -

- 50% Practical Activity
- 20% Group Activity
- 30% Investigation

RECOMMENDATION

An achievement level of a 'C' or better in Year 10 Food & Hospitality based subjects is highly recommended.

SACE Stage 2 Food and Hospitality

Child Studies

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students develop and demonstrate their skills, understanding and knowledge with a strong emphasis on the development of 4 to 8-year olds. Students work individually and collaboratively to complete practical tasks and, where appropriate, can choose the form (written, oral, multi-modal) to provide the evidence of learning. They are encouraged to use a variety of primary and secondary sources to support their learning.

TOPICS

- **Kitchen Safety** Individually select a food recipe that allows you to interact one-on-one with a child in the kitchen with a focus on safe working practices.
- **Adapting the Family Meal** Individually complete an action plan in which you identify and discuss relevant issues concerning the development of an appropriate meal that caters to the need of 'your' family (2 adults, 4 year old and 8 month old child).
- **Literacy Kit** Investigate and analyse the importance of literature and stories on the emotional and social development of young children. Choose a children's story and create a kit that can be used with the children's story book.
- **Children's Toys** Create a children's toy suitable for children under three years of age, which complies with Australian Safety Standards for children's toys
- **Healthy Canteen** As a group, plan and prepare a range of food products suitable to be offered in a primary school canteen.
- **Lead a Lesson** As a group, plan and run a learning activity based around the theme of 'Technology and Play' which is suitable for a group of students from a junior primary class.
- **Investigation** students select their own topic and produce a 2000 word report.

ASSESSMENT

School-based Assessment

50% Practical Activity
20% Group Activity

External Assessment

30% Investigation

RECOMMENDATIONS

An achievement level of 'C' or better in Stage 1 Child Studies is highly recommended however, it is not a compulsory requirement.

SACE Stage 2 Food and Hospitality

Food and Hospitality

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This program provides opportunities for students to participate in a range of practical activities that reflect dining experiences in the local region and the city of Adelaide. It allows for the demonstration of skills, knowledge and understanding related to the food and hospitality industry. Students are encouraged to use a variety of primary and secondary sources to support their learning. Accessing food and hospitality establishments in Adelaide and the local region is an important element of this program.

TOPICS

- **Signature dessert** Plan, prepare and present a signature dessert suitable for a wedding.
- **Hola Mexico** Select, prepare and present a Mexican inspired dish suitable for lunch service at a modern food establishment in Australia.
- **Modern Kitchen Technology** Select, prepare and present a classic Modern Australian dish that has been completed without the use of a stove burner, the dish must be of a high quality suitable for service in a modern Australian hospitality establishment.
- **Healthy Eating Trends** Select, prepare and present one dish containing current on trend healthy ingredients suitable for brunch or lunch service at contemporary Australian cafe.
- **Affordable Menu** Select, prepare and present a dish suitable to be served as part of a \$15.00 dinner menu at contemporary Australian restaurant.

- **Street Food** Cater with street food style cuisine utilising barbecues outside, considering safe food handling practices, with particular attention to keeping foods outside of the temperature danger zone and away from pests as it is an outdoor event.
- **Investigation** Students select their own contemporary issue and produce a 2000 word report.

ASSESSMENT

Assessment includes two components

School-based Assessment

50% Practical Activity

20% Group Activity

External Assessment

30% Investigation

RECOMMENDATIONS

An achievement level of 'C' or better in Stage 1 Food & Hospitality is highly recommended but not a prerequisite for this subject.

SACE Stage 1 Personal Development

Health & Physical Education

AFL Academy

SACE Credits 20
Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior AFL Academy will need to demonstrate a passion for the game of Australian Rules Football. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local AFL club in the community as this will increase the opportunities for students to improve as players in the game of AFL.

TOPICS

- Skill Execution
- Initiation of Tactics
- AFL Fitness & Nutrition
- Life away from the game of AFL
- Collaboration and Teamwork

ASSESSMENT

School-based Assessment 70%

30% Practical
20% Folio and discussion
20% Group activity

External Assessment 30%

30% Project

RECOMMENDATIONS

- An achievement of 'C' or better in the middle school AFL Academy is highly recommended
- Students should be competent in the skills of AFL
- Highly desirable that students participate regularly at club level
- Students must be willing to complete both theory and practical based assessment.

NOTES

The intention by the school is to link successful applicants with the Central District Football Club, affiliated within the SANFL. It is our aim to have key personnel from the football club address the students about issues regarding training and match days and allow students to use the facilities available at the club, including: recovery and resistance training equipment.

SACE Stage 1 Personal Development Health & Physical Education

Basketball Academy

SACE Credits 20
Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior Basketball Academy will need to demonstrate a passion for the game of Basketball. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local Basketball club or competition in the community as this will increase the opportunities for students to improve as players in the game of Basketball.

TOPICS

Students will be required to participate in all practical and theoretical tasks focused around the following areas of Basketball;

- Skill Execution
- Initiation of Tactics
- Basketball Fitness & Nutrition
- Careers in Basketball
- Collaboration and Teamwork

ASSESSMENT

School-based Assessment 70%

- 30% Practical
- 20% Folio and discussion
- 20% Group activity

External Assessment 30%

- 30% Project

RECOMMENDATIONS

- An achievement of 'C' or better in the middle school Basketball Academy is highly recommended.
- Students should be competent in the skills of Basketball.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

SACE Stage 1 Personal Development

Health & Physical Education

Health

SACE Credits 10
Subject Length 1 Semesters

DESCRIPTION

Stage 1 health covers a variety of health based topics. These may be negotiated with students and cover physical, social, mental and emotional health. There is opportunity for students to explore an aspect of health and wellbeing in-depth individually through an investigation task.

Students will have the opportunity to investigate and analyse issues related to health individually as well as in group tasks, students may have the opportunity to create activities/promotions/products that enhance a certain aspect of health within the school or wider community.

TOPICS

Some of the health based topics explored may include; sexual health, racism, cyber safety, gender equality, mental illness, lifestyle diseases, environmental impact on health, effects of drugs and alcohol, importance of relationships and social health.

ASSESSMENT

25% Investigation- individual
25% Group task
50% Issues Investigation

RECOMMENDATIONS

- Recommended for students interested in a career in health related industries but not essential.
- Recommended for students that were successful and engaged in Personal Development during middle school years.

NOTES

This subject is highly suggested for students that may want to undertake Health at Stage 2 or are considering a career in the health and fitness industry.

SACE Stage 1 Personal Development Health & Physical Education

Netball Academy

SACE Credits 20
Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior Netball Academy will need to demonstrate a passion for the game of Netball. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local Netball club in the community as this will increase the opportunities for students to improve as players in the game of Netball.

TOPICS

Students will be required to participate in all practical and theoretical tasks focused around the following areas of Netball -

- Skill Execution
- Initiation of Tactics
- Leadership and coaching
- Fitness & Nutrition
- Life away from the game of Netball
- Collaboration and Teamwork

ASSESSMENT

School-based Assessment 70%

30% Practical
20% Polio and discussion
20% Group activity

External Assessment 30%

30% Project

RECOMMENDATIONS

An achievement of 'C' or better in the middle school Netball Academy is highly recommended.

- Students should be competent in the skills of Netball.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

PREREQUISITE

Middle school netball academy preferred.

NOTES

The intention by the school is to link successful applicants with the Central District Netball Club and have the opportunity to work with professional netballers and coaches from Netball SA. Our aim is for students to participate in specialist coaching sessions and have the opportunity to complete umpiring courses. Students will also investigate potential pathways for competitive netball and careers in netball.

SACE Stage 1 Personal Development Health & Physical Education

Physical Education

SACE Credits	10
Subject Length	1 Semesters

DESCRIPTION

Students explore the participation in and performance of human physical activities. Students will explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. The subject promotes deep learning 'in, through and about' physical activity.

Physical activities can include sports, theme-based games, fitness and recreational activities. Classes can undertake a learning and assessment program using a single focus approach (e.g. single sport) or can undertake multiple sports, games and/or activities.

TOPICS

- Sport of Choice (TBC): Physiology and Improvement
- Sport of Choice (TBC): Accessibility and Sustainability
- Sport of Choice (TBC): Inclusivity

ASSESSMENT

40%	Improvement Analysis
60%	Physical Activity Investigation

RECOMMENDATIONS

An achievement of 'C' or better in Year 10 Personal Development or a Sports Academy is highly recommended.

NOTES

This subject can be undertaken as either a semester or full year course.

SACE Stage 1 Personal Development Health & Physical Education

Soccer Academy

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior Soccer Academy will need to demonstrate a passion for the game of Soccer. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local Soccer club in the community as this will increase the opportunities for students to improve as players in the game of Soccer.

TOPICS

Students will be required to participate in all practical and theoretical tasks focused around the following areas of Soccer -

- Skill Execution
- Initiation of Tactics
- Fitness & Nutrition
- Game Play
- Collaboration and Teamwork

ASSESSMENT

School-based Assessment

- Practical (game play and training)
- Folio and discussion
- Group activity
- Coaching
- Fitness and Nutrition

RECOMMENDATIONS

An achievement of 'C' or better in the middle school Soccer Academy is highly recommended.

- Students should be competent in the skills of Soccer.
- Highly desirable that students participate regularly at club level.

Students must be willing to complete both theory and practical based assessment.

SACE Stage 2 Personal Development Health & Physical Education

AFL Academy

SACE Credits 20
Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior AFL Academy will need to demonstrate a passion for the game of Australian Rules Football. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local AFL club in the community as this will increase the opportunities for students to improve as players in the game of AFL.

TOPICS

- Skill Execution
- Initiation of Tactics
- AFL Fitness & Nutrition
- Life away from the game of AFL
- Collaboration and Teamwork

ASSESSMENT

School-based Assessment 70%

30% Practical
20% Folio and discussion
20% Group activity

External Assessment 30%

30% Project

RECOMMENDATIONS

- An achievement of 'C' or better in the middle school AFL Academy is highly recommended
- Students should be competent in the skills of AFL
- Highly desirable that students participate regularly at club level
- Students must be willing to complete both theory and practical based assessment.

NOTES

The intention by the school is to link successful applicants with the Central District Football Club, affiliated within the SANFL. It is our aim to have key personnel from the football club address the students about issues regarding training and match days and allow students to use the facilities available at the club, including: recovery and resistance training equipment.

SACE Stage 2 Personal Development Health & Physical Education

Basketball Academy

SACE Credits 20
Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior Basketball Academy will need to demonstrate a passion for the game of Basketball. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local Basketball club or competition in the community as this will increase the opportunities for students to improve as players in the game of Basketball.

TOPICS

Students will be required to participate in all practical and theoretical tasks focused around the following areas of Basketball;

- Skill Execution
- Initiation of Tactics
- Basketball Fitness & Nutrition
- Careers in Basketball
- Collaboration and Teamwork

ASSESSMENT

School-based Assessment 70%

- 30% Practical
- 20% Folio and discussion
- 20% Group activity

External Assessment 30%

- 30% Project

RECOMMENDATIONS

- An achievement of 'C' or better in the middle school Basketball Academy is highly recommended.
- Students should be competent in the skills of Basketball.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

NOTES

Students who wish to receive an ATAR cannot select more than 1 integrated learning subject.

SACE Stage 2 Personal Development

Health & Physical Education

Health

SACE Credits 20
Subject Length 2 Semesters

DESCRIPTION

In Health, students focus on the health and well-being of individuals, communities, and societies in the environments they share. They gain an understanding of how Health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments.

TOPICS

Group Investigation and Presentation

- Students undertake a group investigation and presentation for a chosen contemporary health issue that affects the health and well-being of individuals and/or communities. The group investigation and presentation must involve all members of the group. Followed by an individual written report.
- Students work in groups to address the global issue of Racism and investigate the impact of the issue on all stakeholders. Students suggest strategies aimed at addressing the issue and develop and evaluate a health promoting activity designed to increase awareness. Followed by an individual written report.

Issues Analysis

- Students selection and analyse one of the contemporary health issues raised in the movie "American Teen".
- Students response to the current issue of discrimination, inequality and stereotyping in regards to homophobia, issues raised in the movies "Milk" and "Prayers for Bobby".

Practical Activity

Students undertake practical activities which requires students to participate in a health-promoting activity beyond the classroom.

- Students undertake the Red Cross Apply First Aid course and write responses to workplace first aid scenarios. They will undertake OHS certificates.
- Students plan and organise a lifestyle fitness contract then participate weekly to gain improvement in a chosen area of personal health. Students will interview a health practitioner to enhance understanding of health outcomes.

Investigation

- Students are directly involved in a personal or community activity or social action to promote improved health outcomes for individuals or communities, they present their investigation in the form of a written report of 2000 words.

ASSESSMENT

30% Group Investigation and Presentation
20% Issues Analysis
20% Practical Activity
30% Investigation

RECOMMENDATIONS

An achievement of 'C' or better in Stage 1 Health is highly recommended.

SACE Stage 2 Personal Development Health & Physical Education

Netball Academy

SACE Credits 20
Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior Netball Academy will need to demonstrate a passion for the game of Netball. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local Netball club in the community as this will increase the opportunities for students to improve as players in the game of Netball.

TOPICS

Students will be required to participate in all practical and theoretical tasks focused around the following areas of Netball -

- Skill Execution
- Leadership & coaching
- Initiation of Tactics
- Fitness & Nutrition Life away from the game of Netball
- Collaboration and Teamwork

ASSESSMENT

School-based Assessment 70%

30% Practical
20% Folio and discussion
20% Group activity

External Assessment 30%

30% Project

RECOMMENDATIONS

- An achievement of 'C' or better in the middle school or Stage 1 Netball Academy is highly recommended.
- Students should be competent in the skills of Netball.
- Highly desirable that students participate regularly at club level.

Students must be willing to complete both theory and practical based assessment.

PREREQUISITE

Stage 1 Netball

NOTES

The intention by the school is to link successful applicants with the Central District Netball Club and have the opportunity to work with professional netballers and coaches from Netball SA. Our aim is for students to participate in specialist coaching sessions and have the opportunity to complete umpiring courses. Students will also investigate potential pathways for competitive netball and careers in netball.

Students who wish to receive an ATAR cannot select more than 1 integrated learning subject.

SACE Stage 2 Personal Development Health & Physical Education

Soccer Academy

SACE Credits 20
Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior Soccer Academy will need to demonstrate a passion for the game of Soccer. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local soccer club in the community as this will increase the opportunities for students to improve as players in the game of soccer, however this is not mandatory.

ASSESSMENT

School-based Assessment

40% Practical
30% Connections

External Assessment

30% Project

TOPICS

Practical 40%

- Game Play 20%
- Training 20%

Students will undertake two practicals (game play and training) throughout the course that they must fully participate in. Students will be expected to provide evidence of the ways in which they learn including a comprehensive knowledge of concepts and skills related to learning. They will also be required to reflect on their learning style and evaluate their learning via journals and digital media.

Connections 30%

• Coaching 15%

Students will be required to work in groups to plan a series of coaching sessions to be run with younger students. They will be required to plan both individual and group coaching session. Students will be required to critically reflect on their performance from self and peer evaluations.

• Carnival 15%

Students are required to plan a lunchtime soccer carnival for younger students. They will need to keep a portfolio of their planning, run the carnival and critically reflect on their learning and performance through self and peer evaluations. This may consist of notes, diagrams, observations, reflections and photos.

Project 30%

Students complete a 2000 word report on a topic of interest for them from a number of available choices. This is the external component of the course and is subject to moderation.

RECOMMENDATIONS

An achievement of 'C' or better in Stage 1 Physical Education is highly recommended and/or has completed the Soccer Academy to a 'C' or better.

NOTES

Students who wish to receive an ATAR cannot select more than 1 Integrated Learning subject.

SACE Stage 2 Personal Development Health & Physical Education

Sports Studies

SACE Credits 20
Subject Length 2 Semesters

DESCRIPTION

Students who have an interest in Physical Education and Sport have the opportunity to undertake this Integrated Learning subject. It is recommended that students are keen participants in physical activity and previous experience in Stage 1 Physical Education is desirable.

ASSESSMENT

School-based Assessment 70%

40% Practical
30% Connections

External Assessment 30%

30% Investigation

TOPICS

Practical 40%

Students will undertake three practicals throughout the course that they must fully participate in. Students will be expected to provide evidence of the ways in which they learn including a comprehensive knowledge of concepts and skills related to learning. They will also be required to reflect on their learning style and evaluate their learning via journals and digital media.

Connections 30%

• Coaching 15%

Students will be required to work in groups to plan a series of coaching sessions to be run with younger students. This will culminate in a full day carnival, which they will be required to run. Students will be required to critically reflect on their performance from self and peer evaluations.

• First Aid 15%

Students are required to complete a first aid assessment task. It will consist of two components, a theory booklet made up of short answer and multiple choice questions, as well as a practical component where students will be able to demonstrate what they have learnt in the theory. Photo evidence can be used as a demonstration.

Project 30%

Students complete a 2000 word report on a topic of interest for them from a select variety of available choices. This is the external component of the course and is subject to moderation.

RECOMMENDATIONS

An achievement of 'C' or better in Stage 1 Physical Education is highly recommended.

NOTES

Students who wish to receive an ATAR cannot select more than 1 integrated learning subject.

SACE Stage 1 Science

Biology

SACE Credits 20

Subject Length 2 semesters

DESCRIPTION

In Stage 1 students learn about the structure and function of cells and microorganisms and how microorganisms may cause disease but also have a significant role in industry and the environment. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, society, and the environment.

Students design, conduct, gather, and analyse evidence in biological investigations.

As they explore the interaction between science and society, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

TOPICS

- Cellular Biology
- Physiology
- Ecology

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:

30% Folio - Investigations

70% Tests

NOTES

Successful completion of Stage 1 Biology can lead on to Stage 2 Biology or Stage 2 Psychology. It can also provide excellent scientific knowledge for use in TAFE courses such as veterinary science and laboratory management. Biological knowledge is an advantage in a wide range of careers, including nursing, midwifery, veterinary science, physiotherapy, animal science, general science courses and many more post-school options.

SACE Stage 1 Science

Chemistry

SACE Credits 20

Subject Length 2 semesters

DESCRIPTION

In Stage 1 students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. Students develop investigation skills, and explore the interaction between science and society enabling them to become questioning, reflective, and critical thinkers.

TOPICS

- Matter
- Reactions
- Carbon Chemistry
- Chemical Calculations
- Skills

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

30% Folio - Investigations

70% Tests

NOTES

Successful completion of Stage 1 Chemistry at a B-grade or higher are pre-requisites for entry to Stage 2 Chemistry. Chemical knowledge is an advantage in a wide range of careers, including nursing, pathology, radiology, oceanography, ecology, hairdressing, photography, health, engineering, forensic science, general science courses and many more post-school options.

SACE Stage 1 Science

Nutrition

SACE Credits 10 or 20

Subject Length 1 or 2 semesters

DESCRIPTION

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

TOPICS

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines
- Nutrition in the life cycle,
- The psychology of food marketing,
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

30% Folio: Investigations

70% Tests

NOTES

Mention should be made for students considering Nutrition at Stage 2 that there is an externally moderated end of year exam.

Successful completion of this subject leads to Stage 2 Nutrition. Nutritional knowledge is an advantage in a wide range of careers, including Clinical Dietetics, Food and Nutrition Management, Education, Related Health Professionals, International Food Organizations, general science courses and many more post-school options.

SACE Stage 1 Science

Physics

SACE Credits 20

Subject Length 2 semesters

DESCRIPTION

In Stage 1 students learn to interpret physical phenomena through a study of motion in two dimensions, electricity and magnetism, heat, energy, waves, and nuclear models. They apply their knowledge to solve problems, develop investigation skills through practical and other learning activities.

As they explore the interaction between science and society, students recognise that the knowledge and understanding of physics is constantly changing and increasing through the application of new ideas and technologies.

TOPICS

- Motion in two dimensions
- Electricity and magnetism
- Heat
- Energy
- Waves
- Nuclear models

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:

30% Folio: Investigations

70% Tests

NOTES

Mention should be made for students considering Physics at Stage 2 that there is an externally moderated end of year exam.

Successful completion of Stage 1 Physics at a B-grade or higher are pre-requisites for entry to Stage 2 Physics. Successful completion of Stage 1 Physics is also useful for students planning to undertake TAFE courses or apprenticeships in motor mechanics, electronics and building trade work. Successful completion of Stage 2 Physics can help students to enter a range of university courses including engineering, flight mechanics, architecture and industrial design.

SACE Stage 1 Science

Psychology

SACE Credits 20

Subject Length 2 semesters

DESCRIPTION

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

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.

By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

TOPICS

Compulsory Topic

- Introduction to Psychology

Option Topics

- Social Behaviour
- Intelligence
- Cognition
- Brain and Behavior
- Human Psychological Development
- Emotion
- Negotiated Topic (this may expand an existing topic or introduce a new area of study)

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

30% Folio: Investigations

70% Tests

NOTES

Mention should be made for students considering Psychology at Stage 2 that there is an externally moderated end of year exam.

Successful completion of this subject leads to Stage 2 Psychology. Psychological knowledge is an advantage in a wide range of careers, including nursing, midwifery, teaching, child studies, law enforcement, general science courses and many more post-school options.

SACE Stage 1&2 Science

STEM Scientific Studies

SACE Credits 20

Subject Length 2 semesters

DESCRIPTION

People working in STEM careers take an inquiry-based approach to their work, gathering information, evaluating evidence, synthesizing new knowledge, and applying their learning to related ideas and issues. Students undertaking STEM take the same approach in developing their knowledge, skills, and understanding. Students will have to opportunity to develop a solution to a real world problem using Science, Technology, Engineering and Mathematics.

This local program will be student driven and has been written to provide the flexibility for students to work independently or in groups to solve a problem of their choosing using advanced technologies.

TOPICS

Can include but are not limited to: Climate change, Food technologies, Water conservation, Recycling, Transport, Air quality, Sustainability, Resources, Carbon trading, Pollution, Wind farms

Students will self-select a topic or problem and assessment will be individually written to meet requirements.

ASSESSMENT

Student learning is assessed against the SACE performance Standards and tasks may include:

School Assessment 70%

40% Assessment Type 1 -
Investigations Folio

30% Assessment Type 2 -
Skills and Applications Tasks

External Assessment 30%

30% Assessment Type 3 -
Practical Investigation

RECOMMENDATION

Good passes in Middle School i-SaM. Students in band 1 or 2 are highly recommended for this unit/s.

NOTES

Would be an advantage to have been involved in the Middle School STEM Academy.

SACE Stage 2 Science

Biology

SACE Credits 20

Subject Length 2 semesters

DESCRIPTION

Biology is a language-rich subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into the four themes of Macromolecules, Cells, Organisms and Ecosystems. Each theme is further divided into six strands of Organisation, Selectivity, Energy Flow, Perpetuation, Evolution and Human Awareness.

TOPICS

- Cellular Biology
- Physiology
- Ecology

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

70% School Assessed and Externally Moderated Folio

30% External Exam

NOTES

Biological knowledge is an advantage in a wide range of careers, including nursing, midwifery, veterinary science, physiotherapy, animal science, general science courses and many more post-school options.

SACE Stage 2 Science

Chemistry

SACE Credits 20

Subject Length 2 semesters

DESCRIPTION

Chemistry is a language-rich subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into the five themes of Elemental and Environmental Chemistry, Analytical Techniques, Using and Controlling Reactions, Organic and Biological Chemistry, and Materials.

TOPICS

- Matter
- Reactions
- Carbon Chemistry
- Chemical Calculations
- Skills

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

70% School Assessed and Externally Moderated Folio

30% External Exam

NOTES

Chemical knowledge is an advantage in a wide range of careers, including nursing, pathology, radiology, oceanography, ecology, hairdressing, photography, health, engineering, forensic science, general science courses and many more post-school options.

SACE Stage 2 Science

Nutrition

SACE Credits 20

Subject Length 2 semesters

DESCRIPTION

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

TOPICS

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines
- Nutrition in the life cycle,
- The psychology of food marketing,
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

70% School Assessed and Externally Moderated Folio

30% External Exam

NOTES

Nutritional knowledge is an advantage in a wide range of careers, including Clinical Dietetics, Food and Nutrition Management, Education, Related Health Professionals, International Food Organizations, general science courses and many more post-school options.

SACE Stage 2 Science

Physics

SACE Credits 20

Subject Length 2 semesters

DESCRIPTION

Physics is a numeracy-rich subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into a total of sixteen topics, which are grouped into the four sections of Motion in Two Dimensions, Electricity and Magnetism, Light and Matter, and Atoms and Nuclei. There are a further fifteen types of skills that are embedded within the course.

TOPICS

- Motion in Two Dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

70% School Assessed and Externally Moderated Folio

30% External 3 hour Exam

NOTES

Successful completion of Stage 2 Physics can help students to enter a range of university courses including engineering, flight mechanics, architecture and industrial design. A good knowledge of Physics is also useful to students undertaking TAFE courses or apprenticeships in motor mechanics, electronics and building trade work.

SACE Stage 2 Science

Psychology

SACE Credits 20

Subject Length 2 semesters

DESCRIPTION

Psychology is a language-rich science subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into these six topics: Introduction to Psychology, Social Cognition, Learning, Personality, Psychobiology of Altered States of Awareness and Healthy Minds.

TOPICS

Compulsory Topic

- Introduction to Psychology

Option Topics

- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion
- Negotiated Topic (this may expand an existing topic or introduce a new area of study).

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include -

70% School Assessed and Externally Moderated Folio

30% External Exam

NOTES

Mention should be made for students considering Psychology at Stage 2 that there is an externally moderated end of year exam.

Successful completion of this subject leads to Stage 2 Psychology. Psychological knowledge is an advantage in a wide range of careers, including nursing, midwifery, teaching, child studies, law enforcement, general science courses and many more post-school options.

