



SACRED HEART COLLEGE SENIOR

STAGE 1 & STAGE 2

CURRICULUM HANDBOOK



2011

WELCOME TO SACRED HEART COLLEGE

It is with much pleasure that I introduce you to this Curriculum Handbook which outlines the formal curriculum offered by Sacred Heart College Senior, Somerton Park. As a Catholic Marist College founded in 1897, Sacred Heart College takes its inspiration from a French priest, Marcellin Champagnat who, early in 19th Century rural France, saw the need for many young people to be educated. Above all, Marcellin wanted young people to be taught the message of the Gospel and the tenets of Christian faith, in context of a compassionate and forgiving God.

Students coming to Sacred Heart College Senior normally attend for three years, commencing at Year 10 and concluding after Year 12, thereby completing their South Australian Certificate of Education (SACE).

Sacred Heart College Senior also offers an extensive array of programmes that go beyond normal school hours. All students are encouraged to participate in these programmes be they musical, dramatic, sporting or religious, as they provide an opportunity to experience the rich spirit which permeates the Sacred Heart College community.

I take this opportunity to wish all students and their parents a happy and rewarding time at Sacred Heart College Senior. I look forward to the future with considerable confidence and enthusiasm.



Dr. Paul Hine
Principal
Sacred Heart College Senior

INTRODUCTION

Welcome to the Sacred Heart College Senior Curriculum Handbook that provides you with the information you need regarding Stage 1 and Stage 2 of the South Australian Certificate of Education (SACE).

This handbook is designed to assist you in making the right choices for **you** – so that you consider not only next year but also the possibilities that lie beyond.

Before you read too much further you need to consider the following:

- What are you good at?
- What possible career path(s) are you interested in pursuing?
- What year 12 course might be required to move towards your career path(s)?

Year 11 and year 12 students are advised to use this Curriculum Handbook in conjunction with their *Subject Selection Folder*. You are also advised to visit the Careers Office and use recent, up-to-date resources. In addition, your teachers, Heads of Learning Areas, the SACE Coordinator, and the Director of Teaching and Learning will provide opportunities for you to seek assistance.

Research thoughtfully, choose wisely, and best wishes as you progress through the years of senior study.

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CURRICULUM VISION & PRINCIPLES

The vision for Sacred Heart College Senior

Sacred Heart College Senior has been formed by the Marist Charism of trust in God. In the tradition of Saint Marcellin Champagnat, the College promotes a love of learning and the personal growth of each individual within a co-operative and supportive community.

This means that Sacred Heart College Senior is committed to provide a broad and meaningful curriculum designed to promote a love of learning and educate the whole person, enabling the spiritual, intellectual, cultural, physical and social development of emerging adults.

Principles which underpin the vision

- Young adults can integrate faith and life through an understanding of the challenges of contemporary life within the Christian context and the Catholic Marist tradition.
- Students will integrate the many purposes of curriculum through well designed, flexible frameworks and pathways.
- Students will strive for excellence in whichever curriculum pathway they choose.
- Students will have equal access to coherent, comprehensive learning programmes, appropriate to their abilities and aspirations.
- School structures and the approaches to learning will affirm, support and develop each individual.
- Effective partnerships with parents, the community and other agencies support student learning.
- A valid purpose of education is to enable students to move into post-school options in further education, training and employment.
- Relationships between the members of the Sacred Heart College Senior community will be based on dignity and respect.
- Continuous monitoring and review will enhance excellence in curriculum.

THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

The South Australian Certificate of Education (SACE) is awarded to students who successfully complete their senior secondary education. Students usually complete their SACE over 2 years, but may take longer. The SACE is a qualification that paves the way for young people to move from school to work or further training and study.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). However, all Year 10 students at Sacred Heart College undertake 20 credits of Stage 1 study by completing their Personal Learning Plan (PLP) and Religion Studies.

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

In addition to earning the 200 credits all students must complete the following compulsory subjects: Stage 1 English (20 credits), Stage 1 Mathematics (10 credits), PLP (10 credits), Stage 2 Research Project (10 credits), and a minimum of three 20 credit Stage 2 subjects. Each of these compulsory aspects of the SACE must be achieved at a level of C or higher.

Students will achieve a grade of A to E for each of their Stage 1 SACE subjects and A⁺ to E⁻ for their Stage 2 subjects.

The table below illustrates how the minimum 200 points are acquired to achieve the SACE:

Requirements	Credits
Year 10	
Personal Learning Plan	10
Year 11 (Stage 1)	
Literacy (from a range of English subjects and courses)	20
Numeracy (from a range of mathematics subjects and courses)	10
Year 11 or 12 (Stages 1 or 2)	
Other subjects and courses of the student's choice	Up to 90
Year 12 (Stage 2)	
Research Project	10
Other Stage 2 subjects and courses*	60 or more
Total	200

Stage 1 compulsory subjects and courses



Stage 2 compulsory subjects and courses



THE SACE AT SACRED HEART COLLEGE SENIOR

At Sacred Heart College Senior students will study *more* than the 200 credits required to achieve the SACE. Students will earn, on average, 230 credits.

The table below illustrates how the 230 credits are achieved at Sacred Heart College:

Year 10	Stage 1 (Year 11)		Stage 2 (Year 12)
Semester 1 or 2	Semester 1	Semester 2	Full Year
PLP (10 credits)* Religion Studies (10 credits)	English (10 credits)*	English (10 credits)*	Research Project (10 credits)*
	Maths (10 credits)*	Religion Studies (10 credits)	Subject (20 credits)*
	Subject (10 credits)	Subject (10 credits)	Subject (20 credits)*
	Subject (10 credits)	Subject (10 credits)	Subject (20 credits)*
	Subject (10 credits)	Subject (10 credits)	Subject (20 credits)
	Subject (10 credits)	Subject (10 credits)	

*Compulsory subjects where minimum C grade must be obtained

Following are subject selection exemplars which demonstrate pathways of study for students.

Jules, a student wishing to be a diesel mechanic, studies the following Stage 1 and Stage 2 subjects:

Stage 1 (Year 11)		Stage 2 (Year 12)
Semester 1	Semester 2	Full Year
English (10 credits)	English (10 credits)	Research Project (10 credits)
Maths Applications (10 credits)	Maths Applications (10 credits)	Furniture Construction (20 credits)
Physical Education (10 credits)	Physical Education (10 credits)	Maths Applications (20 credits)
Workplace Practices (10 credits)	Workplace Practices (10 credits)	Workplace Practices (20 credits)
VET (10 credits)	VET(10 credits)	Community Studies (20 credits)
Religion Studies (10 credits)	Furniture Construction (10 credits)	

The VET enables Jules to get a head start on mechanics' training by beginning Certificate II Automotive at TAFE.

Jesse, a student wishing to study engineering at university, studies the following Stage 1 and Stage 2 subjects:

Stage 1 (Year 11)		Stage 2 (Year 12)
Semester 1	Semester 2	Full Year
English (10 credits)	English (10 credits)	Research Project (10 credits)
Specialist Maths (10 credits)	Specialist Maths (10 credits)	Specialist Maths (20 credits)
Specialist Maths (10 credits)	Specialist Maths (10 credits)	Maths Studies (20 credits)
Physics (10 credits)	Physics(10 credits)	Physics (20 credits)
Chemistry (10 credits)	Chemistry (10 credits)	Chemistry(20 credits)
Biology (10 credits)	Religion Studies (10 credits)	

Qualifying for Entrance to University under SACE

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 80 credits at Stage 2, including the three compulsory 20-credit Stage 2 subjects required for SACE completion. Student eligibility to a university course/program is competitive in relation to other applicants. Student competitiveness is based on a rank (ATAR) which ranges from 0 to 99.95.

The Australian Tertiary Admissions Rank (ATAR*) is calculated in a variety of ways defined by the universities. This includes, but is not limited to:

- ATAR calculated from the combined score of four Stage 2 subjects;
- ATAR calculated from the combined score of three Stage 2 subjects, plus half the score of the fourth Stage 2 subject combined with the score from the Research Project B (which would occur if the score of the Research Project exceeds half the score of the lowest scoring Stage 2 subject).

Universities also specify required subjects for some of their courses. **Pre-requisite** subjects are used to determine eligibility and **must be** studied. Students must achieve a minimum C grade in pre-requisite subjects. Subjects designated as **Assumed Knowledge** are not compulsory but are recommended as beneficial to the student's tertiary study.

Full details of university and TAFE entry requirements for 2013 onwards are published in the **Tertiary Entrance Booklet 2011, 2012, 2013** issued by the South Australian Tertiary Admissions Centre. GO to the SATAC website for more information www.satac.edu.au. Each of the South Australian universities operate bonus points schemes which are subject related and also equity based. Further details are available from the above **Tertiary Entrance Booklet 2011, 2012, 2013**

Qualifying for Entrance to TAFE under SACE

TAFE SA Certificate II and higher courses have Minimum Entry Requirements (MER) which all applicants must meet in order to be eligible for selection. Minimum Entry Requirements differ according to the level of the TAFE SA course concerned.

There are no Minimum Entry Requirements for Certificate I level courses.

Minimum Entry Requirements for Certificate II level courses are:

- Meet a literacy standard by the successful completion of 20 credits of Stage 1 English or equivalent;
- Meet a numeracy standard by the successful completion of 10 credits of Stage 1 Mathematics or equivalent.

OR

- Satisfactory achievement in the TAFE SA Assessment of Basic Skills (TABS) or satisfactory achievement in Special Tertiary Admissions Test (STAT).

Minimum Entry Requirements for Certificate III level courses are:

- Satisfactory completion of the SACE;

OR

- Any completed Certificate 11 or higher;

OR

- Satisfactory achievement in the TAFE SA Assessment of Basic Skills (TABS) or satisfactory achievement in Special Tertiary Admissions Test (STAT).
- Selection into TAFE is based on merit, where there are more eligible applicants for a TAFE SA course than places available, applicants are ranked in order of merit and selected accordingly. School leavers may receive additional points for their Year 12 studies for all courses **Bonus points** are awarded for specified senior secondary subjects depending on the course for which application is made. More details are available from the Careers Office or at the following website: www.tafesa.gov.au

SACE to Employment

The SACE is achievable for all students and there are many benefits to formally completing your Secondary Education. Some students complete their SACE even though the entry requirement for a particular course, training program or job does not require it.

If a potential course provider or employer will not keep a position on hold until you have completed your studies, then you will need to carefully weigh up the option of completing SACE. Consequently, students should give thought to completing subjects with a vocational orientation.

Some students will complete their SACE, make no application for tertiary courses but seek employment. These students need to be organised, focused, obtain good comments on reports, and select suitable subjects in Years 11 and 12. Students in this group are usually advised to undertake full year Mathematics and English courses to keep their options open. They should also

be undertaking holiday blocks of Work Experience to add substance to their Resume and improve their employability. Thorough preparation for the job search and application process is very important, and the Careers Office has an abundance of information to assist students.

Students Who Leave Prior to the Completion of SACE

In South Australia we now have a Compulsory Education Age which came into effect from January 1 2009. This law requires all 16 year olds to be in full-time education or training until they achieve a qualification or until they turn 17. For more details contact the Careers Office or visit the website: www.edlawreform.sa.gov.au/pages/snrsec/faq/

Some students will not achieve the SACE because they leave before completing the requirements. Students may choose this pathway because they have been offered a sound employment/training option. Other students may leave to undertake further studies with a technical school such as Marcellin Technical College www.marcellintechicalcollege.com.au (where they may also complete the SACE) or a private provider such as a Naturopathy College or Business School.

Pathways Back to SACE

Students can complete their SACE over any number of years. In addition, an Australian Tertiary Admissions Rank (ATAR) is calculated after three attempts which need not be in consecutive years. The subjects used for the ATAR calculation do not have to be studied in consecutive years. Whilst some students leave prior to completion of their SACE, they may return at a later date to fulfil the missing requirements for SACE completion.

Students Aiming for an Apprenticeship/Traineeship

If students are aiming for an apprenticeship/traineeship they will need to check requirements with the major employers or group training organisations available via the internet or direct contact. Things to check include:

- amount of work experience desired;
- preferred year 11 and 12 subjects, especially those with a vocational orientation;
- preferred TAFE/VET qualifications;
- other requirements, i.e. colour vision, portfolio, typing speed, etc.;
- TAFE requirements for studies associated with the apprenticeship.

Students pursuing this pathway may want to undertake some of the SHCS subjects that result in VET credit. This credit may mean less time that the employer has to release you for associated study days. It may be useful in winning that apprenticeship offer.

Students who are unable to secure an apprenticeship straight from school may apply for a position in a Pre-Vocational Certificate Course usually offered through TAFE. Direct application to SATAC is required. These courses are aimed at helping you improve your chances for gaining an apprenticeship. There are also opportunities for students in school based traineeships/apprenticeships in some industries. Generally, this is arranged by the student and/or employer. The school is able to assist with the appropriate recognition of competencies within SACE.

Pathways to University without SACE

Students in this category, once 18 years of age, may be able to sit for a STAT test and apply for specific University Programs/Courses depending on their result. Some courses and programs will also take into account personal competencies and/or employment experience. The SATAC Guide (www.satac.edu.au) has further information. The South Australian universities may also offer foundation courses which can prepare prospective students for university study.

Finally, there are well defined pathways from TAFE Courses to University Courses. These are specific to the relevant courses and programs and further information should be obtained from the relevant institution.

AUSTRALIAN TERTIARY ADMISSIONS RANK

Student eligibility to a university course/program is competitive in relation to other applicants. Student competitiveness is based on a rank (ATAR) which ranges from 0 to 99.95. The ATAR is calculated from the student's university aggregate.

To obtain a university aggregate (and therefore an ATAR) the student must:

- achieve their SACE
- comply with the rules regarding Precluded Combinations
- comply with the rules regarding Counting Restrictions
- complete at least 80 credits of study at Stage 2 of which 60 credits of study must be 20 credit Tertiary Admissions Subjects (TAS)* from a maximum of three attempts which need not be in consecutive years

* Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, studied in pairs, can substitute for a 20 credit subject. These are called Valid Pairs and examples are 10 credit Music subjects, and 10 credit Workplace Practices subjects.

How your university aggregate is calculated:

20 Subject 1 (20 credit score)	20 Subject 2 (20 credit score)	20 Subject 3 (20 credit score)	+	20 Final 20 credit score
<p>Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.</p> <p>Normally, 10 credit subjects do not count towards this requirement but Valid Pairs can substitute for a 20 credit subject. Valid Pairs include pairings of 10 credit Music subjects and pairings of 10 credit Workplace Practice subjects.</p>				<p>Your score for the final 20 credits of study can come from:</p> <p>either your score from:</p> <ul style="list-style-type: none"> • another 20 credit TAS <p>or any two of the following:</p> <ul style="list-style-type: none"> • half the score of a 20 credit TAS • the score of a 10 credit TAS • the score of another 10 credit TAS • the score of the Research Project (which has a common written assessment)
<p>Your university aggregate is the best possible score calculated from the above options subject to counting restrictions and precluded combinations.</p>				

Examples of University Aggregate Calculations for 2013 entry

Jordan, a student wishing to study commerce at university, studies the following Stage 2 subjects and achieves:

Stage 2 subjects completed	Economics	Maths Studies	English Studies	Accounting	Research Project (common written assessment)	university aggregate (max = 80)
Credits	20	20	20	20	10	
Scaled Score	19.8 Grade: A	18.2 Grade: A	17.0 Grade: A	14.2 Grade: B	7.8 Grade: B	
Used in university aggregate	✓ Full score	✓ Full score	✓ Full score	✓ Half score	✓ Half score	
	19.8	18.2	17.0	7.1	7.8	69.9

In this instance, the score for the Research Project is combined with half the score of the lowest scoring Stage 2 subject.

Jamie, a student wishing to study psychology at university, studies the following Stage 2 subjects and achieves:

Stage 2 subjects completed	English Comms	Maths Methods	History	Psychology	Research Project (common written assessment)	university aggregate (max = 80)
Credits	20	20	20	20	10	
Scaled Score	16.6 Grade: B	16.0 Grade: B	15.0 Grade: B	16.0 Grade: B	6.4 Grade: C	
Used in university aggregate	✓ Full score	✓ Full score	✓ Full score	✓ Full score	✗	
	16.6	16.0	15.0	16.0		63.6

In this instance, the score for the Research Project is discounted in calculating the university aggregate, as it scored less than half of the score of the lowest Stage 2 subject.

Precluded Combinations and Counting Restrictions

For students who require an ATAR, the following subjects may not be studied together:

Systems & Control Products	&	Furniture Construction, Photography, or Web Design
Furniture Construction	&	Systems & Control Products, Web Design, or Photography
Photography	&	Systems & Control Products, Web Design, or Furniture Construction
Web Design	&	Photography, Systems & Control Products, or Furniture Construction
<i>NB: No more than 20 credits from Systems & Control Products, Furniture Construction, Photography, and Web Design may be counted towards an ATAR</i>		
Mathematical Studies	&	Mathematical Methods, or Mathematical Applications
Mathematical Methods	&	Mathematical Studies, or Mathematical Applications
Mathematical Applications	&	Mathematical Studies, or Mathematical Methods
<i>NB: No more than 40 credits of Mathematics subjects may be counted towards an ATAR</i>		
Visual Art Studies - Art	&	Visual Art Studies – Design
English Studies	&	English Communications, English Pathways, ESL, or ESL Studies
English Communications	&	English Studies, English Pathways, ESL, or ESL Studies
English Pathways	&	English Studies, English Communications, ESL, or ESL Studies
ESL Studies	&	English Studies, English Communications, English Pathways, or ESL
ESL	&	English Studies, English Communications, English Pathways, or ESL Studies
<i>NB: No more than 20 credits of Cross Disciplinary and Integrated Learning subjects may be counted towards an ATAR</i>		
<i>NB: No more than 40 credits of Music subjects may be counted towards an ATAR</i>		

Converting the University Aggregate to an ATAR

The university aggregate is converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students. It is calculated as follows:

- the group of students who have qualified for a university aggregate in 2012 is called the 2012 cohort
- for each university aggregate score (which range from 0 to 80.0) obtained by the students in this cohort, the percentage of students who obtained that score or better is calculated. This is known as calculating the percentile distribution
- each score in the range 0-80.0 now has a corresponding percentile rank in the range 0-100. For example, if a score of 70.4 or better out of 80.0 has been obtained by 10% of the cohort, the score of 70.4 will correspond to a percentile rank of 90.0
- the 2012 cohort may differ from that of other years in that it may represent a smaller or larger percentage of the population of the same age group. The percentage from the given year is known as the participation rate. It is calculated from the Australian Bureau of Statistics and measuring these against the size of the cohort. If an allowance were not made for this, the final ATAR would not be comparable from one year to the next
- the percentile rank is then adjusted to take account of the participation rate and the result is the Australian Tertiary Admissions Rank (ATAR).

When the calculations are completed, a student's relative position on the ATAR range is unchanged from the student's relative position on the university aggregate range.

It is important to remember that a rank is not a score and an ATAR cannot be calculated arithmetically from a university aggregate.

Reporting the University Aggregate and ATAR

The university aggregate is reported to students on a score range of 0-80.0 with intervals of 0.2.

The ATAR is reported to students on a percentile scale, which is on a range 0-99.95 with intervals of 0.05.

The university aggregate and ATAR are reported only to students who qualify for the SACE.

STAGE 1 SUBJECTS

SUBJECT	One semester	Full Year	No. of Credits
English & Languages			
English		✓	20
Literacy for Work & Community Life		✓	20
English Pathways	✓	✓	10 or 20
English as a Second Language (ESL)		✓	20
Italian		✓	20
Japanese		✓	20
Mathematics			
Specialist Mathematics		✓	40
Mathematical Studies		✓	30
Mathematical Applications	✓	✓	10 or 20
Mathematics Pathways - Consumer Mathematics	Sem 1		10
Mathematics Pathways - Maths for Industry	Sem 2		10
Sciences			
Biology	✓	✓	10 or 20
Chemistry		✓	20
Physics		✓	20
Psychology	✓	✓	10 or 20
Arts			
Visual Arts - Art	✓	✓	10 or 20
Visual Arts - Design	✓	✓	10 or 20
Drama	✓	✓	10 or 20
Music Advanced	✓	✓	10 or 20
Music Experience	✓	✓	10 or 20
Humanities & Social Sciences			
Accounting	✓	✓	10 or 20
Ancient Studies	✓		10
Business & Enterprise	✓		10
Economics	✓	✓	10 or 20
Geography	✓	✓	10 or 20
Legal Studies	✓	✓	10 or 20
History	✓	✓	10 or 20
Tourism	✓		10
Health and Physical Education			
Food & Hospitality	✓		10
Physical Education	✓	✓	10 or 20
Integrated Learning (Fitness, Health & Physical Activity)	✓		10

Technology			
Information Technology	✓	✓	10 or 20
Information Processing & Publishing	✓		10
Communication Products (Web Design)	✓		10
Systems and Control Products	✓		10
Material Products (Furniture Construction)	✓	✓	10 or 20
Communication Products (Photography)	✓		10
Cross-Disciplinary Studies			
Workplace Practices (includes VET)		✓	40
Workplace Practices (Football)		✓	20
Community Studies (negotiated topic(s))	✓	✓	10 or 20

STAGE 2 SUBJECTS

TERTIARY ADMISSIONS SUBJECTS (TAS)	
<i>Each subject worth 20 credits unless otherwise stated</i>	
English & Languages	Mathematics
English Studies	Specialist Mathematics
English Communications	Mathematical Studies
English Pathways	Mathematical Methods
English as a Second Language Studies	Mathematical Applications
English as a Second Language	
Italian (continuers)	Arts
Japanese (continuers)	Drama
Sciences	Music (choose either 2 or 4 of the following):
Biology	<ul style="list-style-type: none"> • <i>Composing & Arranging (10 credits)</i>
Chemistry	<ul style="list-style-type: none"> • <i>Ensemble Performance (10 credits)</i>
Physics	<ul style="list-style-type: none"> • <i>Music Technology (10 credits)</i>
Psychology	<ul style="list-style-type: none"> • <i>Musicianship (10 credits)</i>
Scientific Studies	<ul style="list-style-type: none"> • <i>Solo Performance (10 credits)</i>
Humanities & Social Sciences	Visual Arts (Art)
Accounting	Visual Arts (Design)
Business & Enterprise	
Classical Studies	Technology
Economics	Information Technology
Geography	Information Processing & Publishing
Legal Studies	Systems and Control Products
Modern History	Material Products (Furniture Construction)
Religion Studies	Communication Products I (Photography)
Tourism	Communication Products II (Web Design)
Health and Physical Education	Cross-Disciplinary Studies
Food & Hospitality	The Research Project
Integrated Learning (Health, Fitness & Physical Activity)	Workplace Practices (includes VET)
Physical Education	

SUBJECTS (without TAS status)
Cross-Disciplinary Studies
Community Studies (negotiated topic(s))
Community Studies (Foods & the Community)
Community Studies (Work in the Community - <i>Maths focus</i>)

STAGE 1

Stage 1: Accounting (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Successful completion (C grade or better) of English.

Subject Summary

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

The focus **capabilities** for this subject are communication, work, and learning.

Content

A 10-credit subject consists of 'The Environment of Accounting' and at least two option topics.

A 20-credit subject consists of 'The Environment of Accounting' and at least four option topics.

Topic: The Environment of Accounting

Option Topics

- Personal Financial Management
- Business Documents
- Keeping Cash Records
- Double-entry Recording
- Financial Reports

- Analysis and Interpretation of Financial Reports
- Teacher-developed Topic.

Assessment

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

- Skills and Applications Tasks – 40%
 - Investigation - 40%
 - Examination – 20%
- Performance in the end of semester exam will also determine promotion to Stage 2 Accounting

The Accounting 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.

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 1: Ancient Studies (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Successful completion (C grade or better) of English.

Subject Summary

In Ancient Studies students learn about the history, literature, society and culture of ancient civilisations, which may include Asia–Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome.

Students draw on many other fields of study including architecture, politics, religion and geography. The study of Ancient Studies and Classical Studies enables students to consider environmental, social, economic, religious, cultural, and aesthetic factors that shape societies and provide personal and shared identity.

The focus **capabilities** for this subject are citizenship, communication, and learning.

Content

Students study at *least two* ancient societies or cultures.

Topics may include:

- Ancient Egypt;
- Archaeology;
- Roman Society.

Assessment

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

- Folio – 30%
 - Source Analysis – 25%
 - Special Study – 35%
 - Examination – 10%
- Performance in the end of semester Exam will also determine promotion to Stage 2 Classical Studies

The Ancient Studies 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.

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 1: Biology (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Successful completion of year 10 Science.

Subject Summary

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

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

The focus **capabilities** for this subject are communication and learning.

Content

Semester 1:

Healthy Cells

- Normal Cellular Functions & Cancerous Cells
- Diet's role in the Prevention of Cancer

Arid Environment

- Adaptations of Australian Animals & Plants
- The effect of Introduced Species on Australia's flora and fauna

Semester 2:

Biotechnology

- Early Biotechnologies (e.g. yoghurt and wine making)
- Modern Biotechnologies (Genetic Engineering, Cloning, Stem Cell Technology).

Marine Ecology

- Ecological Studies & Adaptations of Fish
- The effect of human activities on the Marine Environment

Text Biology Key Ideas, SACE Stage 1, First Edition

Assessment

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

- Investigations Folio - 60%
- Skills and Applications Tasks - 40%
- Examination
Performance in the end of semester Exam will also determine promotion to Stage 2 Biology

The Biology 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.

Students intending to choose Stage 2 Biology must successfully complete (a C grade or better) at least 1 semester of Stage 1 Psychology, Biology, Physics or Chemistry. Performance in the Stage 1 "end of semester" exams will also determine promotion to Stage 2 Biology.

Contact teacher

Mr Clayton Beal cbl@shcs.sa.edu.au

Stage 1: Business and Enterprise (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Successful completion (C grade or better) of English.

Subject Summary

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

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

The focus **capabilities** for this subject are communication, citizenship, and learning.

Content

Stage 1 Business and Enterprise comprises two core topics and nine option topics.

Students undertake:

- one core topic
- two to three option topics

Core Topics

- Core Topic 1: Introduction to Business and Enterprise
- Core Topic 2: Business and Enterprise in Practice

Option Topics

- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: the Enterprising Person
- Global Business.

Assessment

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

- Folio – 50%
- Practical - 25%
- Issues Study – 25%

The Business and Enterprise 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.

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 1: Chemistry (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of year 10 Science.

Subject Summary

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

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

The focus **capabilities** for this subject are communication and learning.

Content

Semester 1:

- Acid & Bases
- Matter and Bonding
- Electrochemistry/Redox

Semester 2:

- Stoichiometry
- Atmosphere Chemistry
- Metals and Metal Extraction
- Organic Chemistry

Text Mullally's "Chemistry for Tomorrow's World"

Assessment

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

- Investigations Folio - 60%
- Skills and Applications Tasks - 40%
- Examination

Performance in the end of semester Exam will also determine promotion to Stage 2 Chemistry

Students intending to choose Stage 2 Chemistry must successfully complete (a C grade or better) both semesters of Stage 1 Chemistry.

The Chemistry 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.

Contact teacher

Mr Clayton Beal cbl@shcs.sa.edu.au

Stage 1: Communication Products (Photography) (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Nil

Subject Summary

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

Photography is a subject based upon the focus area of Communication Products.

The focus **capabilities** for this subject are personal development, work, and learning.

Content

The Photography program has been designed to enable students to develop an understanding of the SLR camera, its use and darkroom processes. Provision has also been made for the students to complete digital tasks. The Folio design task allows students to apply the design process to explore individual themes and apply compositional elements to their photography. The design task is based on aspects of photographic composition. Emphasis is placed on camera skills in the traditional film technology while good practical skills are developed in the digital exercises, performed with Adobe Photoshop.

Assessment

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

- Skills and Applications Tasks – 30%
- Folio – 20%
- Product – 50%

The Photography 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.

Contact teacher

Mr Ryan Fleetwood rfd@shcs.sa.edu.au

Stage 1: Communication Products (Web Design) (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Nil

Subject Summary

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

Web Design is a subject based upon the focus area of Communication Products.

The focus **capabilities** for this subject are personal development, work, and learning.

Content

Students use images, sounds, or other data to design and make products that communicate information. Web Design involves the study of web creation software including Adobe Fireworks, Dreamweaver and Flash in addition to investigating good and bad practice, safety and how to upload websites.

Assessment

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

- Skills and Applications Tasks – 30%
- Folio – 20%
- Product – 50%

The Web Design 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.

Contact teacher

Mr Ryan Fleetwood rfd@shcs.sa.edu.au

Stage 1: Drama (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Nil

Subject Summary

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

The focus **capabilities** for this subject are communication, citizenship, personal development and learning.

Content

Stage 1 Drama consists of the following three areas of study.

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

Assessment

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

- Performance – 40%
- Folio – 30%
- Investigation and Presentation – 30%

The Drama 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.

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 1: Economics (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Successful completion (C grade or better) of English.

Subject Summary

Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

The focus **capabilities** for this subject are communication, citizenship, and learning.

Content

Students undertake a minimum of *three* topics from the following:

Topics

- The Economic Problem
- Economic Systems
- The Market Economy
- Government Involvement in the Market Economy
- The Circular Flow of Income
- Economic Thinkers
- Trade in a Global Economy
- Price Stability
- Economic Development
- Poverty and Inequality
- Employment and Unemployment
- Teacher-developed Topic

Assessment

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

- Folio - 40%
 - Skills and Application Tasks – 25%
 - Issues Study – 20%
 - Examination – 15%
- Performance in the end of semester exam will also determine promotion to Stage 2 Economics

The Economics 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.

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 1: English (20 credits)

Note: Students must study at least 20 credits of literacy (either English, English Pathways, Literacy for Work and Community Life, and ESL) at Stage 1 and achieve a minimum C grade towards the SACE.

Duration

Full year (20 credits)

Pre-requisites

Successful completion of year 10 English.

Subject Summary

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Stage 1 English caters for students with a range of learning styles and articulates with the Stage 2 English subjects.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Students are required to read and respond to texts as well as produce texts.

Reading and responding to texts

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

Producing texts

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

Extended Study

Students complete *one* of the extended study options:

Option 1: Language Study

Option 2: Connected Texts Study

Option 3: Student-negotiated Study

Option 1: Language Study

Students focus on an aspect of language in a context beyond the classroom. Students could, for example, reflect on how specialised vocabulary is used in texts, the effect of context on appropriate language choice, the role of language in establishing individual or group identity, or how language choice is determined by the expectations of the audience.

Option 2: Connected Texts Study

Students consider texts in relation to each other, to the context in which they are produced, and to the context in which they are read or viewed. Students choose a minimum of two texts that are connected by similarity or difference.

Option 3: Student-negotiated Study

Students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts.

The extended study can be written, oral, or multimodal, or a combination of these modes.

Assessment

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

- Text Analysis – 40%
- Text Production – 40%
- Extended Study (students select *one* of three options) – 20%
- Examination
Performance in the end of semester Exam will also determine promotion to Stage 2 English

The English 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.

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 1: English as a Second Language (20 credits)

Note: Students must study at least 20 credits of literacy (either English, English Pathways, Literacy for Work and Community Life, and ESL) at Stage 1 and achieve a minimum C grade towards the SACE.

Duration

Full year (20 credits)

Pre-requisites

Successful completion of SACE Board material found using the following link:
<http://www.sace.sa.edu.au/subjects/stage-1/english/english-as-a-second-language>

Subject Summary

English as a Second Language is designed for students for whom English is an additional language or dialect.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.

The focus **capabilities** for these subjects are communication, citizenship, personal development, work and learning.

Content

The subject is based on responding to, and composing, oral and written texts in a range of genres and situations. Areas of study include:

Text Study

Students explore a range of written, oral, and visual texts, constructed for different purposes and in a range of genres. Texts studied could include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers, or news broadcasts.

Investigative Study

Students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice.

Communication Study

The focus of this study is on written and oral texts as they are used in contexts beyond the classroom and, in particular, the use of texts to persuade, influence, and instruct other people.

Assessment

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

- Text Production – 50%
- Language Application – 50%
- Examination – only in semester two. Performance in the end of year exam will determine promotion to Stage 2 English as a Second Language and English as a Second Language Studies.

The ESL 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.

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 1: English Pathways (20 credits)

Note: Students must study at least 20 credits of literacy (either English, English Pathways, Literacy for Work and Community Life, and ESL) at Stage 1 and achieve a minimum C grade towards the SACE.

Duration

Full year (20 credits)

Pre-requisites

Successful completion of year 10 English.

Subject Summary

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. Stage 1 English Pathways provides the opportunity for teachers and schools to develop programs that suit the local needs of students. It articulates with the Stage 2 English Pathways subject.

At SHCS, students may choose a semester (10 credits) or full year (20 credits) English Pathways course, further to their study of Stage One English. In Stage 1 English Pathways, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities.

Stage 1 English Pathways allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 20-credit literacy requirement.

The focus **capabilities** for this subject are communication, citizenship, personal development, work, and learning.

Content

Students read and respond to texts as well as produce texts. At SHCS, the following units will be available and each unit will be a semester long course:

- journalism (mass-media)
- film study and film making
- creative writing
- study of literature

Decisions on the content are centred on the ways in which individual or groups of students establish and maintain connections with familiar and unfamiliar communities.

Text Analysis

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts. Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.

Producing texts

Students explore a range of text types for a range of purposes and audiences, and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types, and use these to compose their own texts.

Assessment

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

- Text Analysis – 50%
- Text Production – 50%

The English Pathways 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.

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 1: Food and Hospitality (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Nil

Subject Summary

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

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

The focus **capabilities** for this subject are communication, learning, or work.

Content

Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Students study one or more topics within the following areas of study:

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

Assessment

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

- Practical Activity – 40% (2x20%)
 - Group Activity – 30%
 - Investigation (max. 1000 words)- 30%
- Performance in semester Assessment tasks will determine promotion to Stage2 Food & Hospitality

Contact teacher

Mrs Emma Ruston ern@shcs.sa.edu.au

Stage 1: Geography (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Successful completion (C grade or better) of English.

Subject Summary

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

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

The focus **capabilities** for this subject are citizenship, learning, and work.

Content

Students study topics within four key themes:

- Key Theme 1: Location and Distribution
- Key Theme 2: Natural Environments at Risk
- Key Theme 3: People, Resources, and Development
- Key Theme 4: Issues for Geographers.

Assessment

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

- Skills and Applications Tasks – 20%
- Inquiry – 20%
- Fieldwork – 20%
- Investigation – 20%
- Examination – 20%

Performance in semester Assessment tasks will determine promotion to Stage2 Geography

The Geography 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.

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 1: Information Processing & Publishing (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Nil

Subject Summary

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

The focus **capabilities** for this subject are communication and learning.

Content

Stage 1 Information Processing and Publishing consists of the following topics:

- Digital Publishing
- Personal Publishing

Assessment

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

- Practical Skills – 40%
- Product and Documentation – 40%
- Issues Analysis – 20%

The IPP 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.

Contact teacher

Mr Ryan Fleetwood rfd@shcs.sa.edu.au

Stage 1: Information Technology (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Nil

Subject Summary

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

The focus **capabilities** for this subject are citizenship, learning, communication, and work.

Content

A 10-credit subject consists of two topics.

- Computer Systems – hardware, software and processing
- Relational Databases – Microsoft Access

Assessment

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

- Folio – 10%
- Skills and Applications Tasks – 20%
- Project – 50
- Examination – 20%

The Information Technology 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 Information Technology 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.

Contact teacher

Mr Ryan Fleetwood rfd@shcs.sa.edu.au

Stage 1: Integrated learning (Fitness, Health and Physical Activity) (10 credits)

Duration

Once semester (10 credits)

Pre-requisites

Successful completion, a C grade or better, for Year 10 Physical Education is required.

Subject Summary

An Integrated Learning program is a focused study that has a purpose, product, or outcome. An Integrated Learning program is undertaken by a group of students in a school, or a student or students involved in a community group, allowing them to explore their connections with the wider community.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

The focus **capabilities** for this subject are communication, personal development and learning.

Content

Students undertake two key areas of study.

Key Areas of Study:

- Developing the Capability for Personal Development
- Developing the Capability for Learning

The key areas are developed and applied through a practical study. Examples include:

Personal Development - Community Service, developing purpose, direction, decision-making, understanding physical and mental health, reviewing and planning personal goals, developing a sense of personal identity.

Learning - Accessing, organising and using information. Thinking and inquiring critically, ethically and reflectively. Learning and applying knowledge and skills. Recognising how knowledge changes over time and is influenced by people. Practical application of skills and knowledge in sport, fitness and leisure/recreation

Assessment

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

School-based Assessment:

- Practical – 60%
- Group Activity – 20%
- Folio and Discussion – 20%

Contact teacher

Mrs Emma Ruston ern@shcs.sa.edu.au

Stage 1: Italian (Continuers Level) (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of year 10 Italian.

Subject Summary

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

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

The focus **capabilities** for this subject are communication and citizenship.

Content

Italian at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Italian-speaking Communities
- The Changing World.

Assessment

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

- Interaction – 20%
 - Text Production – 20%
 - Text Analysis – 20%
 - Investigation – 40%
 - Examination
- Performance in the end of semester Exam will also determine promotion to Stage 2 Italian

The Italian 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.

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 1: Japanese (Continuers Level) (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of year 10 Japanese.

Subject Summary

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

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

The focus **capabilities** for this subject are communication and citizenship.

Content

Japanese at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Japanese-speaking Communities
- The Changing World.

Assessment

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

- Interaction – 20%
- Text Production – 20%
- Text Analysis – 20%
- Investigation – 40%
- Examination
Performance in the end of semester Exam will also determine promotion to Stage 2 Japanese

The Japanese 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.

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 1: Legal Studies (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Successful completion (C grade or better) of English.

Subject Summary

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

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

The focus **capabilities** for this subject are citizenship, personal development and learning.

Content

Students examine the Australian legal system. They read and write about, and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

A 10-credit subject consists of:

- Topic 1: Law and Society
- a minimum of two other topics.

A 20-credit subject consists of:

- Topic 1: Law and Society
- five other topics.

Topic 1: Law and Society

Topic 2: People, Structures, and Processes

Topic 3: Law-making

Topic 4: Justice and Society

Topic 5: Young People and the Law

Topic 6: Victims and the Law

Topic 7: Motorists and the Law

Topic 8: Young Workers and the Law

Topic 9: Relationships and the Law

Alternative topics can also be developed.

Assessment

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

- Folio – 30%
 - Issues Study – 20%
 - Presentation – 35%
 - Examination – 15%
- Performance in the end of semester exam will also determine promotion to Stage 2 Legal Studies

The Legal Studies 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.

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 1: Literacy for Work & Community Life (20 credits)

Note: Students must study at least 20 credits of literacy (either English, English Pathways, Literacy for Work and Community Life, and ESL) at Stage 1 and achieve a minimum C grade towards the SACE.

Duration

Full year (20 credits)

Pre-requisites

Successful completion of year 10 English / English Enrichment.

Subject Summary

Literacy for Work and Community Life enables students to build their knowledge of the English language, and expand their literacy skills.

This subject is intended for those students who, through their personal learning plans, have identified literacy skills as an area for development.

Literacy for Work and Community Life engages students in the study of everyday written, spoken, visual, and multimedia texts. Students learn to analyse and understand the meanings, structures, purposes, and audiences of these texts, and build the knowledge and skills to produce their own texts. The study of Literacy for Work and Community Life also enables students to develop the spoken and written language skills to interact effectively with others, in their learning, work, and community life.

This subject provides opportunities for students to meet the SACE literacy requirement, and to gain additional literacy support for their studies and future pathways. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

The focus **capabilities** for this subject are communication, citizenship, personal development, work, and learning.

Content

The content of this subject is described through:

- Contexts for Study
- Language & Literacy Skills and Strategies.

Contexts for Study

- Literacy for Work
- Literacy for Community Life
- Literacy for Daily Life
- Literacy for Leisure
- A Negotiated Study.

Language and Literacy Skills and Strategies

- Using English Language Conventions and Construction
- Speaking and Listening
- Reading and Understanding Texts
- Constructing and Producing Texts
- Analysing and Responding to Texts.

Assessment

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

- Text Analysis – 50%
- Text Production – 50%

The Literacy for Work and Community Life 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.

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 1: Material Products (Furniture Construction) (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Nil

Subject Summary

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

Furniture Construction is a subject based upon the focus area of Material Products.

The focus **capabilities** for this subject are personal development, work, and learning.

Content

Students identify a need/problem for a specific client and develop a design brief for a major project.

Students investigate their ideas using a range of design techniques including compilation of sketches, concept drawings, plans, and sequences for planned outcomes. In addition students test, modify, and validate their chosen idea.

Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make their chosen products with wood.

Students test and evaluate their final outcome against their design brief and client's needs.

Students study theory topics on safety (OH&S), wood working materials, machinery, techniques and environmental issues;

Assessment

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

- Skills and Applications Tasks – 20%
- Folio – 20%
- Product – 60 %

The Furniture Construction 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.

Contact teacher

Mr Ryan Fleetwood rfd@shcs.sa.edu.au

Stage 1: Mathematical Applications (10 or 20 credits)

Note: Students must study at least 10 credits of numeracy (contained in Mathematics Pathways, Mathematical Applications, Mathematical Studies, or Specialist Mathematics) at Stage 1 and achieve a minimum C grade towards the SACE

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Successful completion of year 10 Mathematical Applications.

Subject Summary

In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. **Students must achieve a C grade or better in this subject to meet the compulsory 10-credit numeracy requirement.**

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Stage 1 Mathematical Studies consists of the following topics:

- Earning and Spending
- Measurement
- Networks and Matrices
- Saving and Borrowing
- Statistics
- Trigonometry

Assessment

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

- Skills and Applications Tasks – 40%
 - Folio – 40%
 - Examination – 20%
- Performance in end of semester examinations will also determine promotion to Stage 2 Mathematical Applications.

The Mathematical Applications 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.

Contact teacher

Mr James Grant jgt@shcs.sa.edu.au

Stage 1: Mathematics Pathways A (Consumer Maths) (10 credits)

Note: Students must study at least 10 credits of numeracy (contained in Mathematics Pathways, Mathematical Applications, Mathematical Studies, or Specialist Mathematics) at Stage 1 and achieve a minimum C grade towards the SACE

Duration

One semester (10 credits)

Pre-requisites

Successful completion of year 10 Mathematics.

Subject Summary

In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Mathematics Pathways allows students to achieve the numeracy requirement in the SACE. **Students must achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.**

The capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Topics are developed around the interests and needs of the students. The focus engages students with learning in contexts that are relevant to them. Topics can be a combination of school-developed topics and topics chosen from those listed in the Stage 1 Mathematics Subject Outline. The structure, content and assessment may be negotiated with the students, and there may be different focuses within any group.

- Earning and Spending
- Measurement
- Data in Context
- Saving and Borrowing
- Statistics
- Trigonometry

Assessment

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

- Skills and Applications Tasks – 50%
- Folio – 50%
- Examination

The Mathematical Pathways 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.

Contact teacher

Mr James Grant jgt@shcs.sa.edu.au

Stage 1: Mathematics Pathways B (Maths in Industry) (10 credits)

Note: Students must study at least 10 credits of numeracy (contained in Mathematics Pathways, Mathematical Applications, Mathematical Studies, or Specialist Mathematics) at Stage 1 and achieve a minimum C grade towards the SACE

Duration

One semester (10 credits)

Pre-requisites

Successful completion of year 10 Mathematics.

Subject Summary

This subject will enable students to appreciate, experience and understand the use of Mathematics in industry such as Building and Construction, Plumbing, Electrical, Automotive and Landscaping. It will provide preparation for entry to TAFE courses which require students to complete a pre-entry test.

Stage 1 Mathematics Pathways articulates with the Stage 2 Community Studies subject (Work in the Community – Maths focus), which aims to prepare students for trade apprenticeships.

Stage 1 Mathematics Pathways allows students to achieve the numeracy requirement in the SACE. **Students must achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.**

The capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Topics are developed around the interests and needs of the students and their particular trade. The focus engages students with learning in contexts that are relevant to them. The structure, content and assessment may be negotiated with the students, and there may be different focuses within any group.

- Number and Arithmetic
- Preparation for Aptitude and Entrance Testing
- Measurement
- Earning and Costing
- Planar Geometry
- Trigonometry

Assessment

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

- Skills and Applications Tasks – 50%
- Folio – 50%
- Examination

The Mathematical Pathways 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.

Contact teacher

Mr James Grant jgt@shcs.sa.edu.au

Stage 1: Mathematical Studies (30 credits)

Note: Students must study at least 10 credits of numeracy (contained in Mathematics Pathways, Mathematical Applications, Mathematical Studies, or Specialist Mathematics) at Stage 1 and achieve a minimum C grade towards the SACE

Duration

Three semesters (30 credits)

Pre-requisites

Successful completion of year 10 Mathematical Studies.

Subject Summary

In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. **Students must achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.**

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Stage 1 Mathematical Studies consists of the following topics:

- Measurement
- Networks and Matrices
- Statistics
- Trigonometry
- Models of Growth
- Quadratic and Other Polynomials
- Coordinate Geometry
- Functions and Graphs
- Introduction to Calculus

Assessment

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

- Skills and Applications Tasks – 40%
- Folio – 40%
- Examination – 20%

Performance in end of semester examinations will also determine promotion to Stage 2 Mathematical Studies and Stage 2 Mathematical Methods.

The Mathematical Studies 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.

Contact teacher

Mr James Grant jgt@shcs.sa.edu.au

Stage 1: Modern History (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Successful completion (C grade or better) of English.

Subject Summary

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

The focus **capabilities** for these subjects are communication, citizenship, personal development, learning, and work.

Content

A 10-credit subject consists of:

- skills of historical inquiry;
- a minimum of two historical studies.

A 20-credit subject consists of:

- skills of historical inquiry;
- a minimum of four historical studies.

Assessment

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

- Folio – 40%
 - Sources Analysis – 20%
 - Investigation – 20%
 - Examination – 20%
- Performance in the end of semester exam will also determine promotion to Stage 2 History

The History 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.

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 1: Music Advanced (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Successful completion of year 10 Music, or a minimum of Grade 4 Theory and Practical.

Subject Summary

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

The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content

Stage 1 Music Advanced can be studied as a 10-credit subject or a 20-credit subject.

Music Advanced is designed for students with a substantial background in music and provides pathways to the range of Stage 2 music subjects.

Music Advanced involves a selection of learning activities that relate to the relevant musical studies. Students have the opportunity to engage in some of the following activities:

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

Assessment

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

- Skills Presentation
 - Skills Development
 - Folio
 - Examination
- Performance in the end of semester Exam will also determine promotion to Stage 2 Music

The Music Advanced 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.

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 1: Music Experience (10 or 20 credits)

Note: Successful completion of Year 10 and Stage 1 Music Industry Skills qualifies students for Certificates II in Music (Nationally accredited TAFE modules)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Successful completion of year 10 Music Industry Skills is recommended to complete the TAFE certificate. Students must have an interest in the Music Industry and it is recommended they have an instrument or voice specialisation.

Subject Summary

Through the study of Stage 1 Music Industry Skills, students will refine their practical skills, knowledge of the Music Industry and ability to apply music technologies. Performance opportunities include participation in class ensemble, small rock groups and individual performance. This program is heavily focused on practically demonstrating acquired skills.

The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content

This course is designed to prepare students Stage 2 Music Experience, in units of Solo Performance, Music Individual Study, Music Technology or Ensemble Performance. After successful completion of Music Industry Skills in Year 10 and Stage 1, both for the full year, students are also awarded a Certificate II in Music from Ausmusic.

The following topics are based on the Ausmusic curriculum, and are studied for a full year.

- Develop Technical Skills for Playing and Singing Music
- Develop and Update Music Industry Knowledge
- Lay Sound Tracks
- Manage Own Work and Learning
- Work With Others
- Undertake Simple Lighting/Sound/AV

Various tasks include:

- Interviewing Music Industry professionals
- Planning a band tour
- Recording audio for your own tv commercial
- Organising lighting/AV/Sound for a concert

Assessment

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

- Assignments - 25%
- Practical Demonstrations - 25%
- Performance Examinations - 50%

The Music Experience 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.

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 1: Physical Education (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Successful completion for year 10 Physical Education plus the successful completion of the year 10 Physical Education exam.

Subject Summary

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

The focus **capabilities** for this subject are communication, learning, and personal development.

Content

Stage 1 Physical Education consists of the following two areas:

1. **Practical Skills and Applications**

For a 10-credit subject, students complete three practicals.

For a 20-credit subject, students complete six practicals.

2. **Principles and Issues**

a. The Nature of Physical Activity

This area of study requires an experimental, analytical approach to physical activity and well-being. Topics include:

- body systems
- fitness
- human physical performance
- training principles and methods

- the Acquisition of Skills and the Biomechanics of Movement.

b. Issues Analysis

Students analyse issues that are relevant to local, national or global communities through topics of interest to them.

Topics focus on physical activity and could include:

- alcohol, tobacco and other drugs
- children
- corruption
- cultural diversity
- fitness
- disability
- equal opportunity
- gender
- health risk factors
- play education
- professionalism in sport
- safety, risk management
- sport in society
- sports injuries

Assessment

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

- Practical – 60%
 - Folio – 30%
 - Examination – 10%
- Performance in the end of semester Exam will also determine promotion to Stage 2 Physical Education

Performance in the assessment tasks and examination will determine promotion to Stage 2 Physical Education

Contact teacher

Mrs Emma Ruston ern@shcs.sa.edu.au

Stage 1: Physics (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of year 10 Science.

Subject Summary

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

The focus **capabilities** for this subject are communication and learning.

Content

Semester Two:

- Significant Digits - Electrostatics
- Electricity - Electricity in the Home
- Refraction - Vibrations and Waves

Semester Two:

- Motion in 1 dimension - Forces
- Motion in 2 dimensions - Momentum
- Energy

Text Olesnick & Lawrence's "Physics, Key Ideas – Part 1 & 2".

Assessment

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

- Investigations Folio - 60%
- Skills and Applications Tasks - 40%
- Examination

Performance in the end of semester Exam will also determine promotion to Stage 2 Physics

Students choosing Stage 2 Physics must successfully complete (a C grade or better) both semesters of Stage 1, Physics.

The Physics 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.

Contact teacher

Mr Clayton Beal cbl@shcs.sa.edu.au

Stage 1: Psychology (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Successful completion of year 10 Science and Maths.

Subject Summary

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

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

The focus **capabilities** for this subject are communication and learning.

Content

Semester One:

- Introduction to Psychology (compulsory)
- Social Behaviour
- Emotion

Semester Two:

- Introduction to Psychology (compulsory) – extended for full-year students
- Human Psychological Development
- Cognition

Text: Psychology for South Australia: Stage 1. First Edition

Assessment

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

- Investigations folio – 60%
- Skills and Applications Tasks – 40%
- Examination

Performance in the end of semester Exam will also determine promotion to Stage 2 Psychology

Students intending to choose Stage 2 Psychology, must successfully complete (a C grade or better) at least 1 semester of Stage 1 Psychology.

The Psychology 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.

Contact teacher

Mr Clayton Beal cbl@shcs.sa.edu.au

Stage 1: Religion Studies (10 credits at Stage 2 level)

Note: Students must study Religion Studies at Year 11

Duration

One semester (10 credits at Stage 2 level)

Pre-requisites

Nil

Subject Summary

A study of religion and spirituality forms a vital foundation for the study of a society. This is of particular importance in a culturally diverse society. An appreciation of the nature of national and global multicultural society is enriched by an understanding of religion and its influence on human behaviour, and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents participate in, and respond to, current social and moral debates, and issues in communities such as those in Australia.

The five capabilities that have been identified are communication, citizenship, personal development, work and learning.

Content

The subject consists of a core topic; Understanding Religion and one of the option Religious Traditions; Buddhism, Christianity, Hinduism, Indigenous Australian Spirituality, Islam or Judaism.

Core Topic: Understanding Religion

The core topic provides students with an overview of religion and the study of religions and spiritualities, and gives a general introduction to the study of individual religious traditions. The core topic consists of four key areas of study.

1. What is religion? What is spirituality?
2. What are the key phenomena that make up religion?
3. Why study religion and spirituality?
4. How are secular culture and religious culture linked?

Option Topics: Religious Traditions

Each option topic covers a religious tradition that is explored using the following six key areas of study.

1. Historical Background
2. Religious World View
3. Sacred Texts and Sacred Stories
4. Religious Beliefs
5. Religious Practice and Religious Ethics
6. Contemporary Traditions Globally and in Australia

Assessment

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

School-based Assessment

- Sources Analysis (25%)
- Written Assignments (20%)
- Practical Activity (25%)

External Assessment

- Assessment Type 4: Investigation (30%).

Contact teacher

Mrs Enza Vessali evi@shcs.sa.edu.au

Stage 1: Specialist Mathematics (40 credits)

Note: Students must study at least 10 credits of numeracy (contained in Mathematics Pathways, Mathematical Applications, Mathematical Studies, or Specialist Mathematics) at Stage 1 and achieve a minimum C grade towards the SACE

Duration

Four semesters (40 credits)

Pre-requisites

Successful completion of year 10
Mathematical Studies or Specialist
Mathematics.

Subject Summary

In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Stage 1 Specialist Mathematics consists of:

- Networks and Matrices
- Statistics
- Trigonometry
- Models of Growth
- Quadratic and Other Polynomials
- Coordinate Geometry
- Functions and Graphs
- Planar Geometry
- Periodic Phenomena

Assessment

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

- Skills and Applications Tasks – 40%
 - Folio – 40%
 - Examination – 20%
- Performance in end of semester examinations will also determine promotion to Stage 2 Specialist Mathematics.

The Specialist Mathematics 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.

Contact teacher

Mr James Grant jgt@shcs.sa.edu.au

Stage 1: Systems & Control Products (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Nil

Subject Summary

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

The focus **capabilities** for this subject are personal development, work, and learning.

Content

Students will complete the following areas of study:

- An introduction to mechanical principles such as leverage, gearing, and mechanical advantage;
- Design and construction of simple and complex mechanical models using *Mechatronics*.
- Interface and control of models using *PICAXE programming*.

Assessment

Assessment is based on:

- Skills and Applications Task – 20%
- Folio – 30%
- Product – 50%

The Systems & Control Products 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.

Contact teacher

Mr Ryan Fleetwood rfd@shcs.sa.edu.au

Stage 1: Tourism (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Successful completion (C grade or better) of English.

Subject Summary

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

The focus **capabilities** for this subject are communication, citizenship and learning.

Content

The subject consists of four themes and eleven topics.

A 10-credit subject consists of three topics that are informed by the four themes.

Themes

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry.

Topics

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel

- Understanding the Role of Organisations and Government in Tourism
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills
- Negotiated Topic.

Assessment

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

- Case Study – 20%
- Practical Activity – 35%
- Investigation – 25%
- Examination (including source analysis) – 20%.
Performance in the end of semester exam will also determine promotion to Stage 2 Tourism.

The Tourism 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.

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 1: VET (Vocational Education and Training)

Duration

One Semester or Full year

SACE Credits

All VET qualifications or units of competency that make up a qualification, in the Australian Qualifications Framework (AQF) can contribute to the completion requirements of the SACE.

The SACE Board determines the SACE stage at which qualifications will be granted recognition in the SACE. Details of how specific VET qualifications can earn SACE credits at Stage 1 and/or Stage 2, can be found on the VET Recognition Register.

Students can use a maximum of two qualifications at Certificate I level to gain credits towards the completion of the SACE. There is no limit to the number of qualifications at Certificate II level or higher that students can use to gain credits towards the completion of the SACE.

Pre-requisites

Selection into VET is not automatic; students wishing to be considered for VET programs are required to apply and attend an interview with the VET Coordinator. Careful consideration is given to students' performance at school and their real desire to pursue a career in a particular industry.

Subject Summary

Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations.

At SHCS, VET is offered at Year 11 and/or Year 12. It will take up the equivalent of two subject lines each year and at Year 11 may be undertaken for a single or both semesters. As a single semester it would be unlikely that a student would complete a full certificate.

VET incorporates structured learning programs that provide students with the knowledge, skills and attributes they will need for the world of work. Many of the VET pathway programs are offered through collaboration between school, TAFE/private providers and industry.

Structured Workplace Learning supports training and differs from work experience in that students are assessed in skills and knowledge that is industry specific. Students are prepared for Structured Workplace Learning according to "Work Place Learning Conditions and Guidelines". By integrating a VET program within the SACE, students receive credit toward their SACE but also receive nationally recognised VET qualifications through their training provider.

Sacred Heart College is a member of the Quality Lincs cluster of schools, which provides us with access to a broad range of VET programs. The VET programs may be embedded in Stage 1 or Stage 2 Workplace Practices or offered as VET stand-alone.

Some of the Courses that have been offered in the past are;

- Building and Construction;
- Electro Technology;
- Furnishing;
- Hairdressing;
- Horticulture;
- Hospitality;
- Automotive;
- Commercial Cookery;
- Plumbing;
- Engineering;
- Fitness.

Students interested in exploring training links with industry whilst at school should discuss their preferences with the Careers Counsellor. Quality Lincs has been able to offer a broad range of Courses in addition to those listed. Confirmation of courses is often not until later in the year or early the next year. This is due to funding from external agencies and interest from other schools. Students are therefore advised to have reserve choices in other subject areas.

Please note that VET courses will attract an additional charge due to the added expense of outsourcing industry specific training. For the costs of specific courses, students need to speak to the VET Office.

Units delivered by a Registered Training Organisation such as TAFE will be accredited to students SACE via the Institute and through the SACE Board.

The SACE Board recognises VET that is:

- Listed on the National Training Information Service (NTIS) website
- Delivered and assessed by, or under the auspices of, a registered training organisation (RTO)
- Delivered and assessed in accordance with Australian Quality Training Framework (AQTF) standards and training package requirements
- Certified on a transcript, statement of attainment, or qualification issued by an RTO.

School Based Traineeships:

School based traineeships are available at student/industry discretion and are initiated by either party.

School based traineeships can be accommodated within the SACE and the school timetable. Students can enter into a contract of training with an approved employer to receive “on the job training”, part-time employment and time to continue with their school subjects.

Each year we have a small number of students involved in school based traineeships. For more information on School Based Traineeships or Apprenticeships please contact Prue Wilkosz, Pathways Coordinator.

Contact teacher

Mr Luke Hildyard lhld@shcs.sa.edu.au

Stage 1: Workplace Practices (includes VET) (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Successful application and interview with the VET Coordinator.

Subject Summary

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

The focus capabilities for this subject are personal development, work, and learning development.

Content

Stage 1 Workplace Practices comprises three focus areas of study:

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

Students must include the following areas of study:

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

Structured Work Placement:

Students studying Workplaces Practices must also complete one week of Structured Workplace Learning per semester. This is a compulsory aspect of the course and must be completed during students' school holidays.

Students undertake *four* topics.

Topics include:

- Topic 1: Future Trends in the World of Work
- Topic 2: The Value of Unpaid Work to Society
- Topic 3: Workers' Rights and Responsibilities
- Topic 4: Career Planning
- Topic 5: Negotiated Topics.

Assessment

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

- Folio – 60% Tasks related to the topics studied in class
- Performance - 20% Structured Workplace Learning report from employer
- Reflection – 20% Ongoing written reflection of VET course

The Workplace Practices 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.

Contact teacher

Mr Luke Hildyard lhd@shcs.sa.edu.au

Stage 1: Visual Arts (Art) (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Nil

Subject Summary

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

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

Stage 1 Visual Arts – Art can be studied as a 10-credit subject or a 20-credit subject.

The focus **capabilities** for this subject are communication and personal development.

Content

For both 10-credit and 20-credit programs, with a focus on art, the following three areas of study are covered:

- **Visual Thinking:** The folio documents the development of student's creative visual learning in response to a theme and includes research and analysis of related artworks.

- **Practical Resolution:** The final resolution of student's individual response and interpretation of an aspect of the set theme.
- **Practitioner's statement:** An evaluation of resolved work in relation to student's creative learning process, influences and personal interpretation of the theme.
- **Visual Arts in Context:** Research, analysis and practical exploration of an artist and their work in relation to influences and context.

Assessment

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

- Folio – 40%
- Practical – 30%
- Visual Study – 30%

The Visual Arts (Art) 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.

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 1: Visual Arts (Design) (10 or 20 credits)

Duration

One semester (10 credits) or full year (20 credits)

Pre-requisites

Nil

Subject Summary

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

The area of Visual Arts – Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

Stage 1 Visual Arts – Design can be studied as a 10-credit subject or a 20-credit subject.

The focus **capabilities** for this subject are communication and personal development.

Content

For both 10-credit and 20-credit programs, with a focus on design, the following three areas of study are covered:

- **Practical:** Resolved work. The final resolution of student’s individual response to set brief.
- **Practitioner’s statement:** Evaluation of resolved work in relation to design process.
- **Visual Study:** Analysis and response. Research and study of a designer and their work

Assessment

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

- Practical – 30%
- Visual Study – 40%
- Folio – 30%

The Visual Arts (Design) 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.

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 1: Workplace Practices (Football) (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Students must be playing football at one of the following levels:

- SANFL Under 17;
- SANFL Under 19;
- Independent School Football.

Students will need to:

- Play at any of the above levels once a week;
- Participate in training two times each week;
- Have the support and involvement of a Football Coach;
- Attend three workshops with Port Adelaide Football Club AFL players (see note below).

Subject Summary

There are three focus areas of study of this subject:

1. Football Placement - Learning & Reflection
2. Coursework
3. Vocational Attainment

Football Placement – Learning & Reflection: Students are required to participate in their local football team, playing at least one match each week. Assessment is based on feedback from their supervisor/coach regarding their match performance. Students are also required to maintain a record of reflections that describe and evaluate their performance in each match. They need to demonstrate they are able to apply the theory learnt in class to practice on the field.

Coursework: Using the football industry as a focus, students will investigate career

pathways and be engaged in career planning, with consideration of a number of related aspects of the industry.

Vocational Attainment: Units of competence from the Certificate II in Sport and Recreation are adapted to provide students with the theory and skills which are transferable across many sectors of sport and recreation. The development of football skills in both training and games is monitored and recorded by the coach.

In summary, this course is designed to allow students to use their football activity and learning to help complete their SACE successfully and to assist in making decisions about their future as a worker.

NOTE:

Workshops with Port Power Football Club are held in the April and July school holidays for one day and two days respectively. Some theory sections are delivered and all practical skills are moderated at these times. Attendance is compulsory at all workshops and will attract an additional cost of approximately \$125 per student.

Assessment

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

School-based Assessment:

- Folio – 30% Tasks from topics studies in class
- Performance – 20% Competency in units from Certificate II Sport and Recreation
- Reflection – 20% Ongoing self assessment and reports from supervisor/coach

External Assessment:

- Investigation (see below) – 30%

Investigation

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

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

The report should be up to a maximum of 2000 words if in written form, or the equivalent in other forms.

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

The report should be up to a maximum of 2000 words if in written form, or the equivalent in other forms.

Contact teacher

Mr Luke Hildyard lhd@shcs.sa.edu.au

STAGE 2

Stage 2: Accounting (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of at least 1 semester of Stage 1 Accounting.

Subject Summary

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

The focus **capabilities** for this subject are communication, work, and learning.

Content

Students study the following three sections:

- Section 1: The Environment of Accounting
- Section 2: Financial Accounting
- Section 3: Management Accounting.

Assessment

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

School-based Assessment:

- Skills and Applications Tasks – 50%
- Report – 20%

External Assessment:

- Examination (2 hours) – 30%

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 2: Biology (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion (a C grade or better for the semester's work plus the exam) of at least 1 semester of Stage 1 Biology, Physics or Chemistry.

Subject Summary

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

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

The focus **capabilities** for this subject are communication and learning.

Content

Stage 2 Biology is organised around the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems.

Each theme is divided into the following six threads:

- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness

Assessment

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

School-based Assessment:

- Investigations Folio – 40%
- Skills and Applications Tasks – 30%

External Assessment:

- Examination (3 hours) – 30%

Contact teacher

Mr Clayton Beal cbl@shcs.sa.edu.au

Stage 2: Business and Enterprise (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of Stage 1 Business & Enterprise, or other language-rich subject.

Subject Summary

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

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

The focus **capabilities** for this subject are communication, citizenship, and learning.

Content

Students will cover the Core Topic plus TWO Option topics:

Core Topic: The Business Environment

- Business in Australia
- The Nature and Structure of business
- The Business Enterprise

Option topics (TWO of the following):

- People Business and Work
- Business and the Global Environment
- Business and Finance
- Business, Law and Government
- Business and Marketing
- Business Research Task/Practical Application

Assessment

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

School-based Assessment (70%):

- Folio 30%
- Practical 20%
- Issues Study 20%

External Assessment:

- Investigative Report – 30%

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 2: Chemistry (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion (a C grade or better for each semester's work plus the exam) of Stage 1 Chemistry.

Subject Summary

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

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

The focus **capabilities** for this subject are communication and learning.

Content

The design and content of the program is determined at the school level. Examples of areas of learning and topics include:

Matter – particles, physical properties.

Reactions – chemical changes, equations.

Carbon Chemistry – hydrocarbons, organic nomenclature.

Chemical Calculations – mole concept, significant figures.

Skills – experimental design, graphing.

Assessment

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

School-based Assessment:

- Skills and Applications Tasks – 50%
- Report – 20%

External Assessment:

- Examination (2 hours) – 30%

Contact teacher

Mr Clayton Beal cbl@shcs.sa.edu.au

Stage 2: Classical Studies (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of at least 1 semester of Stage 1 Pre-Studies English, or Stage 1 History.

Subject Summary

In Ancient Studies students learn about the history, literature, society and culture of ancient civilisations, which may include Asia–Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome.

Students draw on many other fields of study including architecture, politics, religion and geography. The study of Ancient Studies and Classical Studies enables students to consider environmental, social, economic, religious, cultural, and aesthetic factors that shape societies and provide personal and shared identity.

The focus **capabilities** for this subject are citizenship, communication, and learning.

Content

Stage 2 Classical Studies consists of the following sections:

Section A: Literature

Section B: Society, Culture, and History

Section C: Special Study

Students study *three* topics from Sections A and B. At *least one* topic must be taken from Section A and at *least one* topic must be taken from Section B. The remaining topic can be taken from either Section A or Section B.

Section A: Literature

Students undertake a focus study of at *least one* of the following topics:

- Topic 1: Greek Epic
- Topic 2: Greek Drama
- Topic 3: Roman Poetry.

Section B: Society, Culture, and History

Students undertake a focus study of at *least one* of the following topics:

- Topic 4: Greek Society, Fifth Century BC
- Topic 5: Greek History, 500–479 BC
- Topic 6: Roman History, 70–28 BC
- Topic 7: Greek Religion
- Topic 8: Greek and Roman Material Culture, Seventh Century BC to Second Century AD.

Section C: Special Study

Students undertake a research essay in an area of specialty or interest.

Assessment

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

School-based Assessment:

- Folio – 30%
- Essays – 40%

External Assessment:

- Special Study (2000 word essay) – 30%

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 2: Communication Products I (Photography) (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of Stage 1 Photography.

Subject Summary

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

Photography is a subject based upon the focus area of Communication Products.

The focus **capabilities** for this subject are personal development, work, and learning.

Content

Communication Products – students use symbols, signs, behaviour, speech, images, sound, or other data to design and make products that communicate information. Students demonstrate knowledge and skills associated with using manipulation of communication media, both manual and digital.

Assessment

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

School-based Assessment:

- Skills and Applications Tasks – 20%
- Product – 50%

External Assessment:

- Folio (see below)– 30%

Folio

Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:

Part 1: Product Design (Documentation and Analysis)

Part 2: Product Evaluation

Product Design (Documentation and Analysis)

Students document investigation and planning skills. When documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

Product Evaluation

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

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the photographic processes and products is required. They could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.

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

Contact teacher

Mr Ryan Fleetwood rfd@shcs.sa.edu.au

Stage 2: Communication Products II (Web Design) (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject score of at least 65% for Year 10 or Stage 1 Information Technology, or Year 10 or Stage 1 Web Design is recommended.

Subject Summary

Through the study of Web Design students develop the ability to identify, create, initiate, and develop products and processes.

Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

Web Design is a subject based upon the focus area of Communication Products.

The focus **capabilities** for this subject are personal development, work, and learning.

Content

Communication Products – students use symbols, signs, behaviour, speech, images, sound, or other data to design and make products that communicate information. Students demonstrate knowledge and skills associated with using manipulation of communication media, both manual and digital.

Assessment

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

School-based Assessment:

- Skills and Applications Tasks – 20%
- Product – 50%

External Assessment:

- Folio (see below)– 30%

Folio

Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:

Part 1: Product Design (Documentation and Analysis)

Part 2: Product Evaluation

Product Design (Documentation and Analysis)

Students document investigation and planning skills. When documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

Product Evaluation

Students provide pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.

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

Contact teacher

Mr Ryan Fleetwood rfd@shcs.sa.edu.au

Stage 2: Community Studies (Foods & the Community) (20 credits)

NB: Community Studies subjects have no TAS status – that is, selecting this subject precludes students from achieving an ATAR.

Duration

Full year (20 credits)

Examples of activities are:

Pre-requisites

Successful completion, a C grade or better, in Stage 1 Food & Hospitality.

Subject Summary

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment.

Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

The focus **capabilities** for this subject are communication and citizenship.

Content

Activities in this area of study are likely to be about food preparation and presentation, food hygiene, catering, food marketing and advertising, small business management including, nutrition and the dietary needs of particular groups. These activities can provide students with opportunities for focused development of the capabilities for personal development, learning, and work.

- *My Kitchen Rules*, developing a business plan to manage a kitchen work space
- Developing a menu for a community function
- Event management - running a restaurant / cafe
- Product development - students individually develop a product to produce and market
- Event and product marketing, and advertising
- investigating commercial cookery technology
- investigating how food outlets are changing
- investigating how eating out is developing and changing
- developing a healthy eating plan on a budget.

Assessment

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

School-based Assessment:

70% will be distributed between the following assessment design criteria:

- Contract of Work
- Folio
- Presentation

External Assessment:

- Reflection – 30%

Reflection

The reflection is a piece of writing of up to a maximum of 1000 words, or equivalent in multimedia format for a 20-credit subject.

After completing the community activity and receiving feedback from their community contact and others, students reflect on what they have learnt and the value of their community activity to themselves and to the community. This summary and reflection may be presented in written format, or a combination of written, visual, and oral modes using digital communications.

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

Contact teacher

Mrs Emma Ruston ern@shcs.sa.edu.au

Stage 2: Community Studies (Work in the Community – Maths focus) (20 credits)

NB: Community Studies subjects have no TAS status – that is, selecting this subject precludes students from achieving an ATAR.

Duration

Full year (20 credits)

Pre-requisites

- Students must be enrolled in a VET course for year 12.
- Students must have the intention of seeking an apprenticeship position within a group training organization such as Statewide or PEER.

Subject Summary

This subject aims to:

- prepare students for apprenticeship pre-employment aptitude tests (these tests are completed without calculators);
- provide students with a portfolio of work, which can be used as skills evidence with prospective employers;
- provide students with the opportunity of two, weeklong work experiences (during holidays, combined with their VET placements) so as to develop experience and contacts within their chosen trades.

Content

In this subject, students are expected to:

- negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for the contract of work;
- identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development;
- work individually and with others;
- locate, select, organise, and use ideas, resources, and information;

- learn in a range of settings, including the school and the wider community;
- take practical action in the community;
- seek feedback from the community;
- present the activity to the community;
- evaluate and reflect on the completion of the contract, the feedback received, and their own learning.

Activities in this area of study are about work, either paid or unpaid, and can provide students with opportunities for focused development of the capabilities for work, communication, and learning.

Examples of activities include:

- working in a part-time job;
- volunteering/service learning working as a member of a community organization;
- investigating industrial relations issues in the workplace;
- investigating the hours spent by family members on unpaid work;
- investigating how workers feel about their work environments.

Assessment

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

100% School-based Assessment distributed between the following assessment design criteria:

- Contract of Work
- Folio
- Work Experience Feedback
- Presentations
- A course reflection Essay

Contact teacher

Mr James Grant jgt@shcs.sa.edu.au

Stage 2: Drama (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A proven interest and aptitude in the performing arts with a subject score of at least 65% for 1 semester of Stage 1 Drama is recommended. An audition and subject score of at least 70% in Stage 1 Pre-Studies English is required of students who have not completed Stage 1 Drama.

Subject Summary

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

The focus **capabilities** for this subject are communication, citizenship, personal development and learning.

Content

Stage 2 Drama consists of the following four areas of study.

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

Assessment

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

School-based Assessment:

- Group Presentation – 20%
- Folio – 30%
- Interpretative Study – 20%

External Assessment:

- Performance – 30%

Performance

Students are involved in either:

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

Group Performance or Presentation

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

Students must not duplicate work undertaken in other areas of the subject. However, the work may be an extension of the ideas, genres, styles and/or influences explored in assessment types 1, 2, or 3.

Student's involvement in the group performance or presentation may be in one or more of the following areas:

- Acting
- Design (set, costume, make-up, lighting, sound, publicity and promotions)
- Dramaturgy

- Front-of-house
- Multimedia/Film and video
- Stage management.

or

Individual Performance or Presentation

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

The focus of performance or presentation could take inspiration from a range of influences such as a poem, novel, song, piece of music, ritual, play text, genre, or style of theatre or from dramatic practitioner(s). Students are encouraged to consider ways of making their performance or presentation dramatic in nature. The performance or presentation can take many forms including audio, songs, music, pod casts, film/video, live performance, Power Point presentation, photographs, sketches, diagrams, displays, staged readings, collages, DVDs, CD-ROMS, written formats or a combination of these formats. The presentation will include an analysis and discussion of the process the student has undergone to reach the outcome.

Students may use any medium (or combination of media) in their presentation. Students should ensure that their project sits firmly within the scope of the dramatic arts and does not overlap with other areas such as dance, music, or art.

Student's involvement in the individual performance or presentation may be in one or more of the following areas:

- Acting
- Design (set, costume, make-up, lighting, sound, publicity and promotions)
- Dramaturgy
- Front-of-house
- Multimedia/Film and video
- Stage management.
- Scriptwriting
- Directing*.

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 2: Economics (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject score of 70% in Stage 1 Economics or other language-rich subject is recommended.

Subject Summary

Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

The focus **capabilities** for this subject are communication, citizenship, and learning.

Content

Stage 2 Economics consists of skills in economics developed in the following five key areas of study:

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

Assessment

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

School-based Assessment:

- Folio – 30%
- Skills and Applications Tasks – 40%

External Assessment:

- Examination (2 hours) – 30%

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 2: English Communications (20 credits)

Note: Students who achieve a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

Duration

Full year (20 credits)

Pre-requisites

A subject result of at least a 'C' grade in Stage 1 Pre-Communications English.

Subject Summary

English Communications focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

The focus **capabilities** for this subject are communication, citizenship, personal development, work, and learning.

Content

Students undertake tasks within the following:

- Text Study
- Text Production Study
- Communication Study (consists of two parts)
 1. Analysis and comparison of one of the following categories of communication:
 - Mass-media Communication
 - Personal Communication
 - Business Communication
 - Computer-mediated Communication
 - Advertising

2. Completion of a practical application involving the development of a product, reflection on the process of development, and the findings reached by the student. Students select one of the following applications:
 - Film-making
 - Interacting
 - Investigating
 - Language
 - Multimedia web authoring
 - Oral language
 - Workplace writing
 - Writing for publication.

Assessment

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

School-based Assessment:

- Text Analysis – 20%
- Text Production – 20%
- Communication Study – 30%

External Assessment:

- Folio (see below) – 30%

Folio

Students complete a Folio containing work from both:

- Part 1: Response to an example of communication
- Part 2: Text production with writer's statement.

Part 1: Response to an example of communication

Students write a commentary on an example of communication. This could be a short story, novel, poem, or film; or a text used to communicate an idea or information such as a transcript of a speech, or a letter.

Part 2: Text production with writer's statement

Students compose a piece of written text and a writer's statement that outlines their intentions and reflection of the process used to produce it.

The text production piece can be creative (e.g. a narrative or expository piece) or functional (e.g. writing for a technical journal).

The total length of the writing in the Folio is up to a maximum of 2000 words.

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 2: English Studies (20 credits)

Note: Students who achieve a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

Duration

Full year (20 credits)

Pre-requisites

A subject score of at least a 'B' in Stage 1 Pre-Studies English. Performance in end of semester exams from Stage One English will also determine promotion to Stage 2 English Studies.

Subject Summary

English focuses on the development of English skills, strategies, knowledge and understandings, for a variety of purposes.

In English Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments.

The focus **capabilities** for this subject are communication, citizenship, personal development, work, and learning.

Content

Students undertake tasks within the following:

- Text Study
- Text Production Study

Text Study

The text study comprises four shared studies and an individual study.

Shared Studies consist of a:

- study of two single texts
- study of paired texts
- study of poetry
- critical reading study of short texts.

Among the texts chosen for the four shared studies there must be:

- one film text
- at least one extended prose text
- at least one written drama text
- at least 1000 lines of poetry
- a range of short texts for the critical reading study.

Individual Study (consists of two parts)

- critical essay
- collection of supporting material

The individual study provides scope for the development of student interest outside the texts studied as a class. It is undertaken independently.

Text Production Study

Students compose texts, both written and oral covering a range of text types. They should be given the opportunity to explore a range of forms (e.g. narrative, persuasive, expository, and descriptive) to enable them to model their own text production.

Assessment

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

School-based Assessment:

- Shared Studies – 30%
- Individual Study – 20%
- Text Production – 20%

External Assessment:

- Examination (3 hours) – 30%

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 2: English as a Second Language (20 credits)

Note: Students who achieve a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

Duration

Full year (20 credits)

Pre-requisites

A subject result of at least a 'C' grade in Stage 1 ESL and successful completion of SACE

Board material found using the following link:

<http://www.sace.sa.edu.au/subjects/stage-1/english/english-as-a-second-language>

Subject Summary

English as a Second Language is designed for students for whom English is an additional language or dialect.

The focus **capabilities** for these subjects are communication, citizenship, personal development, work and learning.

Content

In Stage 2 English as a Second Language, students develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers, and writers.

Students undertake tasks within the following areas of study:

- Communication Study
- Text Production Study
- Interaction Study
- Investigative Study

Assessment

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

School-based Assessment:

- Communication Study – 20%
- Text Production – 30%
- Language Application – 20%

External Assessment:

- Investigation(see below) – 30%

Investigation

Students investigate a contemporary issue of their choice. The investigation comprises:

- A written research report of up to a maximum of 1000 words
- An oral reflection of the process and findings of the investigation of a maximum of 5 minutes.

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 2: English as a Second Language Studies (20 credits)

Note: Students who achieve a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

Duration

Full year (20 credits)

Pre-requisites

A subject result of at least a 'B' grade in Stage 1 ESL. Performance in the end of year exam in Stage One ESL will also determine promotion to Stage 2 English as a Second Language Studies.

Subject Summary

English as a Second Language is designed for students for whom English is an additional language or dialect.

The focus **capabilities** for these subjects are communication, citizenship, personal development, work and learning.

Content

Students examine and analyse texts that they use and respond to in an English-speaking environment for social and academic purposes. They work independently and collaboratively, to solve problems by using contextual clues to predict and confirm the meaning of a text. They learn when and how to use a strategy such as asking questions to monitor their understanding of texts.

Students undertake tasks within the following areas of study:

- Text Study
- Text Production
- Investigative Study

Assessment

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

School-based Assessment:

- Issues Analysis – 20%
- Text Production – 20%
- Investigation – 30%

External Assessment:

- Examination (3 hours) – 30%

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 2: English Pathways (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of Stage 1 English.

Subject Summary

Stage 2 English Pathways allows students to achieve the literacy requirement in the SACE. Students who complete 20 credits of Stage 2 English Pathways with a C grade or better will meet the literacy requirement of the SACE.

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. Stage 2 English Pathways provides the opportunity for teachers and schools to develop programs that suit the local needs of students. It articulates with the Stage 1 English Pathways subject.

In Stage 2 English Pathways, students read, view, listen, speak, compose, and use information and communication technologies to reflect on ways in which language is used in different social and cultural situations. By examining texts created in a range of modes and by making their own texts, students develop skills that allow them to understand, communicate, and create meaning. Students learn how to engage with texts and use language skills to interact and work effectively with other people, and to solve problems.

The focus **capabilities** of this subject are communication, citizenship, personal development, work and learning.

Content

Students are required to read and respond to texts as well as produce texts.

Decisions regarding the specific content should be centred on the ways in which individual students or groups of students establish and maintain effective connections and interactions with people in different contexts.

Reading and Responding to Text Study

Students reflect critically on the ways in which texts are created for specific purposes and audiences. Texts selected for study have a direct connection with people and experiences in vocational, cultural, and/or social contexts.

Students develop and express opinions and perspectives in written and oral or multimodal form.

It is recommended that students read and respond to at least two of the following text types:

- an extended prose, verse, or electronic text (e.g. a novel, a graphic novel, a collection of short stories, a biography, an instructional manual)
- a visual/media text (e.g. a web page, a film, a documentary, a training text)
- a creative/aesthetic text (e.g. poetry, song lyrics, a dramatic performance).

Text Production Study

Through reading and responding to texts, students recognise the influence of language and textual conventions on the ways in which readers understand and respond to texts. Students learn that authors observe various conventions of style, content, vocabulary, register, and format. Students should be conscious of the stylistic features and textual conventions that characterise various forms, and should demonstrate some control over these features and conventions in their own text production.

Students are likely to benefit from modelling their own texts on examples of good practice in the same form. This study allows students

to develop control over self-editing and drafting processes.

Language Study

Students identify a purpose and context that arises out of their interaction with a group of people in a vocational, cultural, or social context.

Assessment

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

School-based Assessment:

- Text Analysis – 35%
- Text Production – 35%

External Assessment:

- Language Study (max. 2000 words) – 30%

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 2: Food and Hospitality (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject score of at least 65% in Stage 1 Food & Hospitality is recommended

Subject Summary

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

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

The focus **capabilities** for this subject are communication, learning, or work.

Content

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

Students study topics within the following five areas of study:

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

Assessment

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

School-based Assessment:

- Practical Activity – 50%
- Group Activity – 20%

External Assessment:

- Investigation (max. 2000 words) – 30%

Contact teacher

Mrs Emma Ruston
ern@shcs.sa.edu.au

Stage 2: Geography (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject score of at least 70% in 1 semester of Stage 1 Geography or other language-rich subject is recommended.

Subject Summary

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

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

The focus **capabilities** for this subject are citizenship, learning, and work.

Content

Stage 2 Geography consists of:

- a compulsory core topic
- two option topics from a choice of 12

Core Topic: Population, Resources, and Development

Students are introduced to the processes involved in population change and become aware of the impacts of population and consumption on the environment.

Option Topics

Students must study issues related to two of the following options topics:

- Option Topic 1: Urbanisation
- Option Topic 2: Rural Places
- Option Topic 3: Tourism
- Option Topic 4: Sources and Use of Energy
- Option Topic 5: Coasts
- Option Topic 6: Biodiversity
- Option Topic 7: Climate Change
- Option Topic 8: Soils
- Option Topic 9: Environmental Hazards
- Option Topic 10: Globalisation
- Option Topic 11: Drylands
- Option Topic 12: Negotiated Topic.

The option topics are assessed through fieldwork activities and inquiries.

Assessment

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

School-based Assessment:

- Fieldwork – 25%
- Inquiry – 20%
- Folio – 25%

External Assessment:

- Examination (2 hours) – 30%

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 2: Information Processing & Publishing (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Nil

Subject Summary

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

The focus **capabilities** for this subject are communication and learning.

Content

Stage 2 Information Processing and Publishing consists of the focus areas listed below.

- Desktop Publishing
- Personal Documents

Assessment

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

School-based Assessment:

- Practical Skills – 40%
- Issues Analysis – 30%

External Assessment:

- Product and Documentation (see below) – 30%

Product and Documentation

Students complete one Product and Documentation task, for an identified audience. Students use the four parts of the designing process: investigating, devising, producing, and evaluating to document the product.

Contact teacher

Mr Ryan Fleetwood rfd@shcs.sa.edu.au

Stage 2: Information Technology (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of at least 1 semester of Stage 1 Information Technology.

Subject Summary

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

The focus **capabilities** for this subject are citizenship, learning, communication, and work.

Content

Stage 2 Information Technology consists of two core topics and five option topics, from which two are chosen for study:

Core Topics

- Topic 1: Information Systems
- Topic 2: Computer Systems.

Option Topics

- Topic 1: Relational Databases
- Topic 2: Application Programming
- Topic 3: Multimedia Programming
- Topic 4: Website Programming
- Topic 5: Dynamic Websites.

Assessment

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

School-based Assessment:

- Folio – 20%
- Skills and Applications Tasks – 30%
- Project – 20%

External Assessment:

- Examination (2 hours) – 30%

Contact teacher

Mr Ryan Fleetwood rfd@shcs.sa.edu.au

Stage 2: Integrated Learning (Fitness, Health & Physical Activity) (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject result of at least a 'C' for 1 semester's work plus the successful completion, of a C grade or better, for the exam for at least 1 semester (10 credits) of Stage 1 Physical Education is required.

Subject Summary

Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students' lives and their learning and is undertaken by a group of students, or a student or students involved in a community group.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

The focus **capabilities** for this subject are communication and personal development.

Content

Students undertake three key areas of study.

Key Areas of Study:

- Developing the Capability for Communication
- Developing the Capability for Personal Development

The key areas are developed and applied through a practical study. Examples include:

<i>Key Area of Study</i>	<i>Example program focus</i>
Communication	Health & Fitness Program
Personal Development	Community Service
Work	Practical application of skills in sport, fitness and leisure/recreation

Assessment

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

School-based Assessment:

- Application – 30%
- Group Activity – 20%
- Folio and Discussion – 20%

External Assessment:

- Project (see below) – 30%

Project

Students select an aspect of personal interest from the Integrated Learning program for their focused development.

The project can be presented in the form of an exhibition, video of a dramatic presentation, model, written report or review, website, film, multimodal presentation, or photographic essay.

The project should be a maximum of 2000 words if in written format, or a maximum of 12 minutes for an individual oral or other multimodal presentation.

Contact teacher

Mrs Emma Ruston ern@shcs.sa.edu.au

Stage 2: Italian (Continuers Level) (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject result of at least a 'B' in Stage 1 Italian. Performance in end of semester exams from Stage One Italian will also determine promotion to Stage 2 Italian (continuers level).

Subject Summary

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

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

The focus **capabilities** for this subject are communication and citizenship.

Content

Stage 2 Italian at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Italian-speaking Communities
- The Changing World.

Assessment

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

School-based Assessment:

- Folio – 50%
- In-depth Study – 20%

External Assessment:

- Examination – 30%
(Oral Examination = 10-15 minutes,
Written = 3 hours)

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 2: Japanese (Continuers Level) (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject result of at least a 'B' in Stage 1 Japanese. Performance in end of semester exams from Stage One Japanese will also determine promotion to Stage 2 Japanese (continuers level).

Subject Summary

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

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

The focus **capabilities** for this subject are communication and citizenship.

Content

Stage 2 Japanese at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Japanese-speaking Communities
- The Changing World.

Assessment

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

School-based Assessment:

- Folio – 50%
- In-depth Study – 20%

External Assessment:

- Examination – 30%
(Oral Examination = 10-15 minutes,
Written = 3 hours)

Contact teacher

Ms Tracey Dorian tdn@shcs.sa.edu.au

Stage 2: Legal Studies (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject score of at least 65% for 1 semester of Stage 1 Legal Studies or other language-rich subject is recommended.

Subject Summary

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

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

The focus **capabilities** for this subject are citizenship, personal development and learning.

Content

Students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government, and participation.

At Stage 2 students study the following four topics:

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

Assessment

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

School-based Assessment:

- Folio – 50%
- Inquiry – 20%

External Assessment:

- Examination (3 hours) – 30%

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 2: Material Products (Furniture Construction) (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of at least 1 semester of Stage 1 Furniture Construction.

Subject Summary

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

Furniture Construction is a subject based upon the focus area of Material Products.

The focus **capabilities** for this subject are personal development, work, and learning.

Content

Material Products – Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and wood.

Assessment

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

School-based Assessment:

- Skills and Applications Tasks – 20%
- Product – 50%

External Assessment:

- Folio (see below)– 30%

Folio

Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:

Part 1: Product Design (Documentation and Analysis)

Part 2: Product Evaluation

Product Design (Documentation and Analysis)

Students document investigation and planning skills. When documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

Product Evaluation

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

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.

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

Contact teacher

Mr Ryan Fleetwood rfd@shcs.sa.edu.au

Stage 2: Mathematical Applications (20 credits)

Note: Stage 2 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Duration

Full year (20 credits)

Pre-requisites

Successful completion (a C grade or better) of 2 semesters of Stage 1 Mathematical Applications or Stage 1 Mathematical Studies. Performance in end of semester examinations will also determine promotion to Stage 2 Mathematical Applications.

Subject Summary

Stage 2 Mathematical Applications enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts.

The focus **capabilities** for this subject are communication, citizenship, personal development, work, and learning.

Content

Stage 2 Mathematical Applications is divided into seven topics.

Students study four of the topics listed below (two topics in each semester):

- Topic 1: Applied Geometry
- Topic 2: Investment and Loans
- Topic 3: Mathematics and Small Business
- Topic 4: Matrices
- Topic 5: Optimisation
- Topic 6: Share Investments
- Topic 7: Statistics and Working with Data.

In order to accommodate the external examination at the end of each semester, schools select two topics from those listed under semester 1, and two different topics from those listed under semester 2 in the table below.

Semester 1

- Topic 2: Investment and Loans
- Topic 4: Matrices
- Topic 5: Optimisation
- Topic 6: Share Investments
- Topic 7: Statistics and Working with Data

Semester 2

- Topic 1: Applied Geometry
- Topic 2: Investment and Loans
- Topic 3: Mathematics and Small Business
- Topic 6: Share Investments
- Topic 7: Statistics and Working with Data

Assessment

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

School-based Assessment:

- Skills and Applications Tasks – 30%
- Folio – 40%

External Assessment:

- Examinations (2 x 1½ hours held at the end of each semester) – 30%

Contact teacher

Mr James Grant jgt@shcs.sa.edu.au

Stage 2: Mathematical Methods (20 credits)

Note: Stage 2 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Duration

Full year (20 credits)

Pre-requisites

Successful completion (a C grade or better) of 3 semesters of Stage 1 Mathematical Studies or Stage 1 Specialist Mathematics. Performance in end of semester examinations will also determine promotion to Stage 2 Mathematical Methods.

Subject Summary

Through the study of Mathematical Methods students participate in a wide variety of problem-solving activities, they express and interpret mathematical ideas, and use appropriate instruments, technology, and networks to access information, process ideas, and communicate results.

Stage 2 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

The focus **capabilities** for this subject are communication, citizenship, personal development, work, and learning.

Content

Stage 2 Mathematical Methods consists of the following four topics:

- Topic 1: Working with Statistics
- Topic 2: Algebraic Models from Data — Working from Observation
- Topic 3: Calculus — Describing Change
- Topic 4: Linear Models — Managing Resources.

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

Assessment

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

School-based Assessment:

- Skills and Applications Tasks – 45%
- Folio – 25%

External Assessment:

- Examination (3 hours) – 30%

Contact teacher

Mr James Grant jgt@shcs.sa.edu.au

Stage 2: Mathematical Studies (20 credits)

Note: Stage 2 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Duration

Full year (20 credits)

Pre-requisites

Successful completion (a C grade or better) of 3 semesters of Stage 1 Mathematical Studies or Stage 1 Specialist Mathematics. Performance in end of semester examinations will also determine promotion to Stage 2 Mathematical Studies.

Subject Summary

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

Stage 2 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

The focus **capabilities** for this subject are communication, citizenship, personal development, work, and learning.

Content

Stage 2 Mathematical Studies consists of the following three topics:

- Topic 1: Working with Statistics
- Topic 2: Working with Functions and Graphs Using Calculus
- Topic 3: Working with Linear Equations and Matrices.

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

Assessment

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

School-based Assessment:

- Skills and Applications Tasks – 45%
- Folio – 25%

External Assessment:

- Examination (3 hours) – 30%

Contact teacher

Mr James Grant jgt@shcs.sa.edu.au

Stage 2: Modern History (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject score of at least 70% in 1 semester of Stage 1 History or Stage 1 Pre-Studies English is recommended.

Subject Summary

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

The focus **capabilities** for these subjects are communication, citizenship, personal development, learning, and work.

Content

Students study:

- one topic from a choice of six thematic studies
- one topic from a choice of five depth studies
- an individual history essay

Thematic Study

Topics:

- Pain and Gain: Modernisation and Society since c. 1500.
- Intruders and Registers: Imperialism and its Impact since c 1500.
- Revolutions and Turmoil: Social and Political Upheavals since c. 1500.
- A Sense of Belonging: Groups and Nations since c. 1500.

- The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500.
- Slaves, Serfs, and Emancipation: Forced Labour since c. 1500.*Depth Study*

Depth Study

Topics:

- Public and Private Lives: A Social and Political History of Women since c. 1750.
- The War to End all Wars: The First World War and its Consequences, c.1870–1929.
- An Age of Catastrophes: Depression, Dictators, and the Second World War, c. 1929–45.
- Postwar Rivalries and Mentalities: Superpowers and Social Change since c. 1945.
- Persecution and Hope: Power and Powerlessness in Society since c. 1500.

Individual History Essay

Students choose a key area for inquiry from one of eleven topics.

Assessment

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

School-based Assessment:

- Folio – 50%
- Essay – 20%

External Assessment:

- Examination (3 hours) – 30%

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 2: Music

Stage 2 Music can be an extremely rewarding and worthwhile experience. Music is an art form that connects with all of us individually and can be explored and investigated in many different ways; ways to promote passion, creativity and understanding.

Giving regard to the wide diversity and depth of music that exists, each 10 credit subject that follows provides students with the opportunity to explore and improve their musical skills. Each 10 credit subject provides students with an enjoyable variety of content and directs them towards future careers in music beyond school.

Stage 2 Music is a full-year subject so students must select 2 of the 6 music 10-credit subjects outlined in the following pages. Students may select 4 10-credit subjects (which will combine to 2, 20 credit subjects).

The units offered at Sacred Heart College at Stage 2 level are:

- Composing and Arranging
- Ensemble Performance
- Music – Individual Study
- Musicianship
- Music Technology
- Solo Performance

Stage 2: Music – Composing and Arranging (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Successful completion of Stage 1 Music.

Subject Summary

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

The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content

This 10-credit subject develops students' musical imagination and creativity by composing and/or arranging musical works.

In Stage 2 Composing and Arranging the following two areas of study must be covered:

- Folio of Minor Works
- Major Work.

Assessment

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

School-based Assessment:

- Folio of Minor Works – 70%

External Assessment:

- Major Work (2 hours) – 30%

Major Work

Students complete a work for any medium or ensemble with a minimum of three parts (e.g. melody, bass, accompanying melody/figures) with an analysis. The assessment component consists of two parts:

- Part 1: Composition or Arrangement of the Major Work
- Part 2: Analysis of the Major Work.

Part 1: Composition or Arrangement of the Major Work

The composition/arrangement must be the work of the student. Computer-generated instrumental/vocal parts or pre existing midi, etc., must not be included. Synthesised sounds may be used in the recording of students' works if instruments are not available.

Students submit a score and recording of the work. A printed or recorded copy of the original music/melody must be included for every theme used in an arrangement.

Part 2: Analysis of the Major Work

Students present an oral or written analysis of their major work. An oral analysis may be up to a maximum of 5 minutes (not including musical examples) and should be supported by backup work. A written analysis may be up to a maximum of 750 words (not including musical examples) and may include complete sentences, dot points, diagrams, and notated musical examples.

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 2: Music – Ensemble Performance (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Successful completion of Stage 1 Music.

Subject Summary

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

The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content

This 10-credit subject develops students' skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

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

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

- A small ensemble of two or more performers

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

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

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

Assessment

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

School-based Assessment:

- First Performance – 30%
- Second Performance – 40%

External Assessment:

- Final Performance (2 hours) – 30%

Final Performance

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

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 2: Music – Individual Study (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Successful completion of Stage 1 Music.

Subject Summary

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

The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content

Students negotiate and plan with their teacher a topic they have chosen for their individual study. A proposal that includes a brief outline of the scope of the topic and the proposed format of the final product must be submitted to the SACE Board for approval. Suggested topics include:

- *Tutoring* – allows students to share with others their high level of technical skill and/or musical knowledge.
- *Community* – allows students to investigate and experience the social, political, and/or cultural aspects of music in the community.

- *Musical Instrument* – allows students to build or restore a musical instrument.
- *Music and Cultures* – allows students to demonstrate their understanding of music in its diverse cultural contexts.
- *Music Industry* – allows students to gain experience in the music industry. Work experience in the industry, to extend the student's musical skills and/or understanding, is recommended where possible.

Assessment

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

School-based Assessment:

- Folio – 30%
- Product – 40%

External Assessment:

- Report – 30%

Information on the External Assessment

Report

Students present a report of their completed individual study in two parts.

Part 1: Documentation of Skills

Documentation of the skills developed in the study could take the form of photographs of the product at various stages of production, audiovisual evidence, written text, narration, web pages sketches and/or diagrams.

Written documentation should be up to a maximum of 500 words.

Part 2: Evaluation

Students present a written or spoken personal reflection about their individual study. The final evaluation should be up to a maximum of 500 words.

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

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 2: Music – Musicianship (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Successful completion of Stage 1 Music.

Subject Summary

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

The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content

Stage 2 Musicianship is designed to be undertaken as a 10-credit subject. The following three areas of study must be covered:

- Theory, Aural Recognition, and Musical Techniques
- Harmony
- Arrangement.

Theory, Aural Recognition, and Musical Techniques

Students develop their aural acuity and ability to acquire fundamental functional musical knowledge, and associated aural, theoretical, and notational skills. They learn theory, aural recognition, and musical techniques in a variety of contexts through a

variety of learning activities. Students develop their understanding of the relationship between theoretical notation and sound, using aural and visual recognition, and notation.

Harmony

Students learn to harmonise a melody by applying theoretical knowledge. Students undertake *one* of the following three options:

- Option A: Countermelody
- Option B: Jazz-related Harmony
- Option C: Four-part Vocal Style.

Arrangement

Students develop their musical imagination and ability to write musical arrangements. They learn to apply fundamental knowledge of theoretical concepts, musical styles, and associated aural and notational skills.

Students create a notated arrangement of a melody of their choice, taken from the existing repertoire (not created by the student). The arrangement is submitted with a score using standard notation, a recording, and a statement outlining the ideas in, and the musical intention of, the arrangement.

Assessment

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

School-based Assessment:

- Skills Development – 30%
- Arrangement – 40%

External Assessment:

- Examination (1¾ hours) – 30%

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 2: Music – Music Technology (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Successful completion of Stage 1 Music in Industry.

Subject Summary

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

The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content

Students study a selection of the following topics including at least one of the three option topics.

Suggested Topics

- Acoustics
- The Mixing Console
- Microphones
- Digital Audio Basics
- Signal Processing
- Aural Analysis.

Suggested Option Topics

- MIDI
- The Recording Process
- Loops and Waves.

Assessment

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

School-based Assessment:

- Minor Projects – 70%

External Assessment:

- Major Project (see below) – 30%

Major Project with Commentary

This assessment type consists of two parts:

- Part 1: Major Project
- Part 2: Commentary.

Part 1: Major Project

The focus of the major project is on the use of technology as a tool for recording, assembling, and producing music. Each student submits one major project. Each project must:

- be up to a maximum of 5 minutes long
- not include pre-existing live recordings
- not include pre-existing MIDI files
- not include pre-existing extended wave loops
- be completed during current study of this project
- be submitted on audio CD.

Students choose one of the following three options as the basis for their major project:

- An analogue recording or a digital recording
- A MIDI sequenced piece
- A digital recording with sequenced components.

Part 2: Commentary

Students present their teacher with a commentary on their completed major

project — up to a maximum of 1200 words for a written commentary or a maximum of 7 minutes for an oral commentary. The commentary should be supported by backup work.

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 2: Music – Solo Performance (10 credits)

Duration

One semester (10 credits)

Pre-requisites

Successful completion of Stage 1 Music.

Subject Summary

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

The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content

This 10-credit subject develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

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

Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. The performance of a vocalist who accompanies himself or herself may include solo parts from each. Students may also perform with recognised doublings, such as piccolo and flute, tenor saxophone

and alto saxophone, flute and saxophone, electric guitar and acoustic guitar. Students must present their program on an instrument chosen from the following list:

Flute
Recorder
Oboe
Clarinet
Bassoon
E flat alto saxophone
B flat tenor saxophone
Horn in F
E flat tenor horn
Trumpet
Cornet
Trombone
Euphonium
Baritone
Tuba
Percussion
Indigenous Australian Instruments
Traditional Instruments (e.g. bagpipes)
Violin
Viola
Cello
Double Bass
Harp
Voice
Piano
Harpsichord
Pipe Organ
Electric Keyboard (e.g. clavichord)
Classical Guitar
Guitar (steel string, acoustic, or electric)
Electric Bass

Students prepare and present public performances.

Assessment

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

School-based Assessment:

- First Performance – 30%
- Second Performance – 40%

External Assessment:

- Final Performance (see below) – 30%

Final Performance

Students perform in a practical examination. A solo summative performance of 10 to 12 minutes must be presented (live) for assessment.

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 2: Physical Education (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject score of at least 65% for 1 semester of Stage 1 Physical Education is recommended.

Subject Summary

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

The focus **capabilities** for this subject are communication, learning, and personal development.

Content

Stage 2 Physical Education consists of two key areas of study and related key concepts:

- Practical Skills and Applications
- Principles and Issues

Practical Skills and Applications

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

Principles and Issues (consists of the following three topics):

1. Exercise Physiology and Physical Activity
 - Key Concept 1: The sources of energy affecting physical performance

- Key Concept 2: The effects of training and evaluation on physical performance
- Key Concept 3: The specific physiological factors affecting performance

2. The Acquisition of Skills and the Biomechanics of Movement

- Key Concept 1: Skill acquisition
- Key Concept 2: Specific factors affecting learning
- Key Concept 3: The effects of psychology of learning on the performance of physical skills
- Key Concept 4: The ways in which biomechanics improve skilled performance

3. Issues Analysis

- Students analyse and interpret their findings from investigating a chosen issue

Topics include, for example:

- commercialism
- culture/race relations
- equity
- gender
- media
- professionalism
- patterns of physical activity
- sport in the Australian context
- the Paralympics
- the science of drugs
- technology

Assessment

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

School-based Assessment:

- Practical – 50%
- Folio – 20%

External Assessment:

- Examination (2 hours) – 30%

Contact teacher

Mrs Emma Ruston ern@shcs.sa.edu.au

Stage 2: Physics (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion (a C grade or better for each semester's work plus the exam) of Stage 1 Physics.

Subject Summary

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

The focus **capabilities** for this subject are communication and learning.

Content

Stage 2 Physics is organised into four sections. Each section is divided into four topics. Each topic includes an application.

Section	Topics
Motion in Two Dimensions	<ul style="list-style-type: none">• Projectile Motion• Uniform Circular Motion• Gravitation and Satellites• Momentum in Two Dimensions

Electricity and Magnetism

- Electric Fields
- The Motion of Charged Particles in Electric Fields
- Magnetic Fields
- The Motion of Charged Particles in Magnetic Fields

Light and Matter

- Electromagnetic Waves
- The Interference of Light
- Photons
- Wave Behaviour of Particles

Atoms and Nuclei

- The Structure of the Atom
- The Structure of the Nucleus
- Radioactivity
- Nuclear Fission and Fusion

Assessment

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

School-based Assessment:

- Investigations Folio – 30%
- Skills and Applications Tasks – 40%

External Assessment:

- Examination (3 hours) – 30%

Contact teacher

Mr Clayton Beal cbl@shcs.sa.edu.au

Stage 2: Psychology (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion (a C grade or better for the semester's work plus the exam) of at least 1 semester of Stage 1 Psychology.

Subject Summary

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

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

The focus **capabilities** for this subject are communication and learning.

Content

Students undertake studies in the following topics:

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

Assessment

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

School-based Assessment:

- Investigations Folio – 30%
- Skills and Applications Tasks – 40%

External Assessment:

- Examination (2 hours) – 30%

Contact teacher

Mr Clayton Beal cbl@shcs.sa.edu.au

Stage 2: Religion Studies (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of Stage 1 Religion Studies.

Subject Summary

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

The focus **capabilities** for this subject are communication, citizenship, and personal development.

Content

Stage 2 Religion Studies consists of a compulsory core topic and six option topics on religious traditions.

For a 10-credit subject, students study:

- the core topic
- *one* option topic.

For a 20-credit subject, students study:

- the core topic
- *two* option topics.

Core Topic

- Understanding Religion

Option Topics

- Buddhism
- Christianity
- Hinduism
- Indigenous Australian Spirituality
- Islam
- Judaism

Assessment

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

School-based Assessment:

- Source Analysis – 25%
- Written Assignments – 20%
- Practical Activity – 25%

External Assessment:

- Investigation (max. 2000 words) – 30%

Contact teacher

Mrs Enza Vessali evi@shcs.sa.edu.au

Stage 2: Research Project (10 credits)

Note: Students must study the Research Project at Stage 2 and achieve a minimum C grade towards the SACE

Duration

Full year (10 credits)

Pre-requisites

Nil

Subject Summary

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a 'C' grade or better to achieve the SACE in 2011.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:

- community-based projects
- technical or practical activities
- work-related research
- subject-related research.

In this subject, students will have opportunities to develop the five capabilities:

- communication
- citizenship
- personal development
- work
- learning.

Students receive a result in one of two forms:

- Research Project A, or
- Research Project B

Research Project A has an external assessment that may be undertaken in a range of formats.

Research Project B, which has an external assessment that must be undertaken in written form, is for students wishing to include the subject in the calculation of their Australian Tertiary Admissions Rank (ATAR).

Content

The content in the Stage 2 Research Project includes:

- the five capabilities (communication, citizenship, personal development, work, and learning)
- research skills.

Assessment

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

School-based Assessment: 70%

- Record of Research
- Discussion
- Findings

External Assessment: 30%

- Evaluation (excluding context statement - max. 1500 words)

The communication and learning capabilities will be an integral part of all students' research projects and thus will be part of the school-based assessment component.

Students select one of the following capabilities — citizenship, personal development, or work — that they consider to be particularly relevant to their research project for development and demonstration. The demonstration, development, and evaluation of the selected capability will be incorporated in the external assessment of this subject.

Information on the External Assessment

Students are required to provide an evaluation of their project, that is, to review and reflect on the development and demonstration of the selected capability (i.e. citizenship, personal development, or work), the research processes used, and their findings.

The student's evaluation of his or her research project is an opportunity to review and evaluate his or her learning at each phase of the research framework and to reflect on the overall learning experience. Students should include in the evaluation:

- an explanation of how their thinking has been challenged
- an evaluation of the selected capability (i.e. citizenship, personal development, or work) and its relevance to their research project
- a reflection on the value of their research project to themselves and others
- an assessment of the strengths and limitations of the research processes, new ideas, new insights, and findings.

Students submit a written context statement with the evaluation for assessment. The written context statement (150 to 200 words) is an opportunity for students to summarise succinctly the focus of their research project, research processes used, and their findings. The written context statement helps to provide a context for the external assessor.

Research Project A: One Format or a Combination of Written, Visual, or Oral Formats (*not offered at Sacred Heart College Senior*)

Students choose whether they present their evaluation in one format or in a combination of written, visual, or oral formats. Students choose the best way to present their particular evidence of evaluation (e.g. multimedia recording, printed document) for external assessment.

The evaluation, no matter the form of presentation, should not exceed 1500 words or 10 minutes of recorded multimedia material or equivalent (excluding the written context statement).

Research Project B: Common Written Component for Tertiary Entrance Rank (TER)

Students who wish to count their score in this subject towards the TER must present their final evaluation evidence in written form. The common written assessment component can include visual material such as photographs and diagrams integrated into the written text, which should be a maximum of 1500 words, excluding the written context statement.

Contact teacher

Mr Michael Boers mbs@shcs.sa.edu.au

Stage 2: Scientific Studies (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Nil

Subject Summary

Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

The focus **capabilities** for this subject are communication and learning.

Content

An overarching theme or themes should provide opportunities for students to explore links between learning in science and in other areas, and to discuss historical, social, ethical and environmental contexts.

Scientific Studies at SHCS follows the theme of “Healthy Lifestyle”.

Five topics covered that incorporate free choice to explore topics of interest are:

- Scientific Method
- Human, Health, Disease and Medicine
- Healthy Eating
- Circulatory and Respiratory Systems
- Sports Science

Interested students will enjoy the freedom of choice to follow interests as long as they match the “Healthy Lifestyle” theme.

Text: King & Sullivan’s “Senior Biology”

Assessment

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

School-based Assessment:

- Investigations Folio – 40%
- Skills and Applications Tasks – 30%

External Assessment:

- Practical Investigation (see below) – 30%

Practical Investigation

The practical investigation consists of two parts:

- investigation design proposal
- investigation report

The investigation design proposal includes a statement of a question or hypothesis, identification of variables, and an outline of the proposed research approach and method. This is assessed before the student begins the practical investigation.

The investigation report includes the hypothesis investigated, the method, the results, the conclusion, and an evaluation of the practical investigation. It is presented in written form of up to a maximum of up to 2000 words.

Contact teacher

Mr Clayton Beal cbl@shcs.sa.edu.au

Stage 2: Specialist Mathematics (20 credits)

Note: Stage 2 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Duration

Full year (20 credits)

Pre-requisites

Successful completion (a C grade or better) of 4 semesters of Stage 1 Specialist Mathematics. Performance in end of semester examinations will also determine promotion to Stage 2 Specialist Mathematics.

Subject Summary

Stage 2 Specialist Mathematics is a 20-credit subject. Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Studies.

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

The focus **capabilities** for this subject are communication, citizenship, personal development, work, and learning.

Content

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

- Topic 1: Trigonometric Preliminaries
- Topic 2: Polynomials and Complex Numbers

- Topic 3: Vectors and Geometry
- Topic 4: Calculus
- Topic 5: Differential Equations.

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

Assessment

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

School-based Assessment:

- Skills and Applications Tasks – 45%
- Folio – 25%

External Assessment:

- Examination (3 hours) – 30%

Contact teacher

Mr James Grant jgt@shcs.sa.edu.au

Stage 2: Systems & Control Products (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful completion of Stage 1 Systems & Control Products is recommended but not essential.

Subject Summary

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

The focus **capabilities** for this subject are personal development, work, and learning.

Content

Systems and Control Products – Students use devices such as electrical, electronic, mechanical, pneumatic, hydraulic, interface components and programmable control devices to design and make products. Students demonstrate knowledge and skills associated with using materials, control systems, and processes.

Assessment

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

School-based Assessment:

- Skills and Applications Tasks – 20%
- Product – 50%

External Assessment:

- Folio (see below)– 30%

Folio

Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:

Part 1: Product Design (Documentation and Analysis)

Part 2: Product Evaluation

Product Design (Documentation and Analysis)

Students document investigation and planning skills. When documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

Product Evaluation

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

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.

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

Contact teacher

Mr Ryan Fleetwood rfd@shcs.sa.edu.au

Stage 2: Tourism (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject score of at least 65% for Stage 1 Tourism or language-rich subject is recommended.

Subject Summary

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

The focus **capabilities** for this subject are communication, citizenship and learning.

Content

The 20-credit subject consists of four themes and three topics.

Themes

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry.

Topics

- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Responsible Travel
- Special Interest Tourism
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills
- Negotiated Topic.

Assessment

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

School-based Assessment:

- Folio – 20%
- Practical Activity – 25%
- Investigation – 25%

External Assessment:

- Examination (2 hours) – 30%

Contact teacher

Mrs Marisa Favilla mfa@shcs.sa.edu.au

Stage 2: VET (Vocational Education and Training)

Duration

One Semester or Full year

SACE Credits

All VET qualifications or units of competency that make up a qualification, in the Australian Qualifications Framework (AQF) can contribute to the completion requirements of the SACE.

The SACE Board determines the SACE stage at which qualifications will be granted recognition in the SACE. Details of how specific VET qualifications can earn SACE credits at Stage 1 and/or Stage 2, can be found on the VET Recognition Register.

Students can use a maximum of two qualifications at Certificate I level to gain credits towards the completion of the SACE. There is no limit to the number of qualifications at Certificate II level or higher that students can use to gain credits towards the completion of the SACE.

Pre-requisites

Selection into VET is not automatic; students wishing to be considered for VET programs are required to apply and attend an interview with the VET Coordinator. Careful consideration is given to students' performance at school and their real desire to pursue a career in a particular industry.

Subject Summary

Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations. At SHCS, VET is offered at Year 11 and/or Year 12. It will take up the equivalent of two subject lines each year and at Year 11 may be

undertaken for a single or both semesters. As a single semester it would be unlikely that a student would complete a full certificate.

VET incorporates structured learning programs that provide students with the knowledge, skills and attributes they will need for the world of work. Many of the VET pathway programs are offered through collaboration between school, TAFE/private providers and industry.

Structured Workplace Learning supports training and differs from work experience in that students are assessed in skills and knowledge that is industry specific. Students are prepared for Structured Workplace Learning according to "Work Place Learning Conditions and Guidelines". By integrating a VET program within the SACE, students receive credit toward their SACE but also receive nationally recognised VET qualifications through their training provider.

Sacred Heart College is a member of the Quality Lincs cluster of schools, which provides us with access to a broad range of VET programs. The VET programs may be embedded in Stage 1 or Stage 2 Workplace Practices or offered as VET stand-alone.

Some of the Courses that have been offered in the past are:

- Building and Construction;
- Electro Technology;
- Furnishing;
- Hairdressing;
- Horticulture;
- Hospitality;
- Automotive;
- Commercial Cookery;
- Plumbing;
- Engineering;
- Fitness.

Students interested in exploring training links with industry whilst at school should discuss their preferences with the Careers Counsellor. Quality Lincs has been able to offer a broad range of Courses in addition to those listed. Confirmation of courses is often not until later in the year or early the next year. This is due to funding from external agencies and interest from other schools. Students are therefore advised to have reserve choices in other subject areas.

Please note that VET courses will attract an additional charge due to the added expense of outsourcing industry specific training. For the costs of specific courses, students need to speak to the VET Office.

Units delivered by a Registered Training Organisation such as TAFE will be accredited to students SACE via the Institute and through the SACE Board.

The SACE Board recognises VET that is:

- Listed on the National Training Information Service (NTIS) website;
- Delivered and assessed by, or under the auspices of, a registered training organisation (RTO);
- Delivered and assessed in accordance with Australian Quality Training Framework (AQTF) standards and training package requirements;
- Certified on a transcript, statement of attainment, or qualification issued by an RTO.

School Based Traineeships

School based traineeships are available at student/industry discretion and are initiated by either party.

School based traineeships can be accommodated within the SACE and the school timetable.

Students can enter into a contract of training with an approved employer to receive “on the job training”, part-time employment and time to continue with their school subjects.

Each year we have a small number of students involved in school based traineeships. For more information on School Based Traineeships or Apprenticeships please contact Prue Wilkosz, Pathways Coordinator.

Contact teacher

Mr Luke Hildyard lhd@shcs.sa.edu.au

Stage 2: Visual Arts (Art) (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject score of at least 65% for Stage 1 Visual Arts - Art is recommended (either 1 or 2 semesters).

Subject Summary

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

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

The focus **capabilities** for this subject are communication and personal development.

Content

For 20-credit programs, with a focus on art, the following three areas of study are covered:

- Visual Thinking: Folio
- Practical Resolution: Practical work and Practitioners Statement
- Visual Arts in Context: Visual Study

Assessment

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

School-based Assessment:

- Folio – 40%
- Practical – 30%

External Assessment:

- Visual Study (see below) – 30%

Folio

- Students produce **1 folio of 60 A3 pages** documenting their Visual Learning in support of their 2 works of art.
- Students **choose the idea focus and direction for both practicals.**
- Documentation of Visual Learning includes: development of ideas and concepts; exploration with styles, media and materials; practice and application of skills; annotated comments to clarify thinking; analysis of the work of other practitioners connected to their problem solving.

Practical

Practical Resolution

- Practical Work: Students produce 2 practicals which must be 2 resolved works or a body of work. Production of the work must involve the application of technical skills.

Practitioner's Statement

- Students produce **2 written statements (500 words each)** for each of the resolved practicals which will include: explanations of idea; processes affecting outcomes; influences and connections with other practitioners.

Visual Study

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

- Students **decide the focus for their study** looking at individual practitioners or groups of practitioners in particular historical and/or cultural contexts.
- Students will research, synthesise, analyse and interpret the works of art in context and the explanation and experimentation of practical applications.
- Students submit no more than **20 A3 pages** (or equivalent) of practical study, **integrated with** no more than **2000 words** or 15 minutes of recorded oral explanation.

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 2: Visual Arts (Design) (20 credits)

Duration

Full year (20 credits)

Pre-requisites

A subject score of at least 65% for Stage 1 Visual Arts - Design is recommended (either 1 or 2 semesters).

Subject Summary

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

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

The focus **capabilities** for this subject are communication and personal development.

Content

For 20-credit programs, with a focus on art, the following three areas of study are covered:

- Visual Thinking: Folio
- Practical Resolution: Practical work and Practitioners Statement
- Visual Arts in Context: Visual Study

Assessment

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

School-based Assessment:

- Folio – 40%
- Practical – 30%

External Assessment:

- Visual Study (see below) – 30%

Folio

- Students produce **1 folio of 60 A3 pages** documenting their Visual Learning in support of their 2 works of design.
- Students **develop and formulate their own briefs** for both practicals.
- Documentation of Visual Learning includes: development of ideas and concepts; exploration with styles, media, materials and technologies; annotated comments to clarify thinking; practice and application of skills; refinement of ideas; analysis of the work of other practitioners connected to their problem solving.

Practical

Practical Resolution

- Practical Work: Students produce 2 practicals which must be 2 resolved works or a body of work. Production of the work must involve the application of technical skills.

Practitioner's Statement

- Students produce **2 written statements (500 words each)** for each of the resolved practicals which will include: explanations of idea; processes affecting outcomes; influences and connections with other practitioners.

Visual Study

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

- Students **decide the focus for their study** looking at individual practitioners or groups of practitioners in particular historical and/or cultural contexts.
- Students will research, synthesise, analyse and interpret the works of design in context and the explanation and experimentation of practical applications.
- Students submit no more than **20 A3 pages** (or equivalent) of practical study, **integrated with** no more than **2000 words** or 15 minutes of recorded oral explanation.

Contact teacher

Ms Gail Radford grd@shcs.sa.edu.au

Stage 2: Workplace Practices (includes VET) (20 credits)

Duration

Full year (20 credits)

Pre-requisites

Successful application and interview with the VET Coordinator

Subject Summary

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

The focus capabilities for this subject are personal development, work, and learning. development.

Content

There are three focus areas of study of this subject:

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

Students must include the following areas of study:

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

For the Industry and Work Knowledge component, students undertaking:

- Workplace Practices (20-credits), study the four topics from the list below:
 - Topic 1: Work in Australian Society
 - Topic 2: The Changing Nature of Work
 - Topic 3: Industrial Relations
 - Topic 4: Finding Employment
 - Topic 5: Negotiated Topic.

Assessment

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

School-based Assessment:

- Folio – 30%
- Performance – 20%
- Reflection – 20%

External Assessment:

- Investigation (see below) – 30%

Investigation

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

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

The report should be up to a maximum of 2000 words if in written form, or the equivalent in other forms.

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

The report should be up to a maximum of 2000 words if in written form, or the equivalent in other forms.

Contact teacher

Mr Luke Hildyard lhd@shcs.sa.edu.au