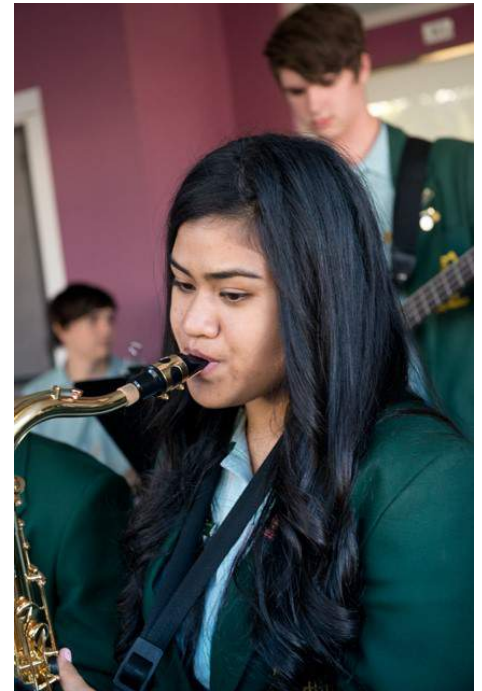




Temple Christian College

SACE Stage 2 Subject Handbook 2018

Pursuing excellence for the glory of God



CHARACTER SERVICE INFLUENCE

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PREFACE

This Handbook contains information about Stage Two subjects.

It is intended that this Handbook will be a useful resource for students and their parents in the choice of appropriate subjects for study at Stage One of the South Australian Certificate of Education.

It is designed to be used in the Counselling Process established by the School - that is, in conjunction with discussions with the Assistant Principal of Curriculum, Mrs Buckoke, course counsellors and subject teachers. Final decisions on course and subject choices must be made with the approval of the Assistant Principal and the Campus Principal.

Courses offered at Year 8, 9 and 10 levels are broad-based, with the aim of exposing Students to a wide range of disciplines. The essential focus is one of acquiring a number of specific skills within each subject and developing patterns of study which will be useful at higher levels.

At Year 10 there is a programme of preparation in Semester Two for the selection of Courses in Stages One and Two of the SACE. Within subjects, students are advised of options for SACE studies and courses beyond Stage Two of the SACE. In addition, there is a programme of Course Counselling involving students, parents, subject teachers and course counsellors.

In Stage One and Stage Two of the SACE studies, subject choice and achievement is carefully monitored and there is an on-going counselling programme for all students. Parents are encouraged to discuss their children's progress and achievements through the Assistant Principal of Curriculum.

Above every other consideration, Temple Christian College aims to develop in every student a consciousness of God as their Loving Creator, and to encourage, too, a desire to establish and continue an intimate relationship with the Father, through an understanding of His Covenant with us through His Son, the Lord Jesus Christ. We place Him in the Highest Place, depending on His Love, Grace and Mercy for the daily life of the School. We trust in the Father to encourage in us, as we acknowledge that Jesus Christ is the living Head of this School Family, the kind of character that pleases Him.

At Temple Christian College we hunger to develop a full understanding of what it is to be Family, and we welcome anyone who shares that desire.

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THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

The NEW South Australian Certificate of Education was introduced in 2009. All Year 11 Students at Temple Christian College begin the first year of a two year course of study with the aim of completing the SACE at the end of Year 12.

Throughout Year 11 and 12, students meet SACE requirements through a course of study based on specific SACE Curriculum Statements.

There is a specific pattern of study required to be undertaken by all students. It includes some compulsory subjects which must be studied in order to fulfil the requirements of the SACE Certificate.

TO QUALIFY FOR THE SACE

To gain the SACE, students complete approximately two years of full-time study. There are two stages:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which has been completed by most students in Year 10.
- Stage 2, which most students do in Year 12.

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

Students will receive a grade – from A to E – for each subject.

For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1 – completed in year 10)
- Literacy – 20 Credits from any of the Year 11 English courses (Stage 1) - 2 Semesters
- Numeracy – at least 10 credits from any of the Year 11 Mathematics Courses (Stage 1) - at least 1 Semester
- Research Project – an in-depth major project. This is a Stage 2 subject which will be completed in Year 11 at Temple Christian College (10 Credits)
- Three subjects in Year 12, (Stage 2 subjects totalling at least 60 credits)

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

SPECIAL NOTE:

FOR UNIVERSITY ENTRANCE: STUDENTS WILL NEED TO COMPLETE 4 STAGE 2 SUBJECTS and possibly a 5th if the student chooses not to use the score achieved for Research Project.

FOR SACE: (INCLUDING NON UNIVERSITY PATHWAYS) ALL STUDENTS MUST PASS 3 SUBJECTS AT YEAR 12.

The school policy is for all students, even students not considering a University pathway, to complete 4 Year 12 subjects. This will assist students in passing as they are unaware at the start of the year, of any subject which may prove difficult.

THE RECORDING OF STUDENTS' ACHIEVEMENTS

- A statement of results will progressively record details.
- On leaving school, students will receive a Statement of Achievement, recording progress towards satisfying SACE requirements.
- When students have completed the SACE requirements they will receive:
 1. The SACE (South Australian Certificate of Education)
 2. A Statement of Achievement

ENTRANCE TO UNIVERSITY

Students must complete the SACE with 90 Stage 2 Credits i.e. 4 subjects at Year 12 and 10 units from the Research Project or a 5th subject in Year 12.

All subjects must come from the list of Approved Higher Education Selection Subjects (possibly VET subjects).

Universities have specific pre-requisites and aggregates. Students are expected to seek the appropriate information from both within and outside the school. Each student will have access to the Tertiary Entrance Booklet which outlines entry requirements for each University.

ENTRANCE TO TAFE

Students may enter some TAFE courses at the end of Year 10.

TAFE entry requirements are outlined in the TAFE Information Booklet available from Course Counsellors.

It is recommended that students complete Year 11 and 12 through which they achieve their SACE Certificate and then enrol in TAFE.

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TERMINOLOGY

Semester Unit

Equivalent to half a year. There are two semesters in the whole year. A semester unit is worth 10 credits in the SACE.

Preferred Background

Describes the previous year's study. It is assumed that the student has been successful in this previous level of study unless a prescribed grading is stated.

VET

Vocational Education Training – modules or units, which can be undertaken either inside or outside of school and can be used to count towards the SACE. These modules and units are provided either by school or outside training providers. Information about available VET modules and units can be obtained from the VET Coordinator.

ATAR

Australian Tertiary Admission Rank - a score based on Year 12 subject scores, non-Community Studies, non-Modified subjects. It is a score based on percentile ranking. The Rank gives an indication to the overall position of the student in relation to the student body for that year across the state. A higher ATAR gives preference to that student for the course to which they wish to enrol in a University of their choice.

Further information can be obtained from the SATAC booklet.

THE SACE CURRICULUM PATTERN

YEAR 11 Stage 1

COMPLETING 1 SUBJECT FOR 1 SEMESTER ACHIEVES 10 CREDITS

EACH COLUMN REPRESENTS 6 LESSONS PER WEEK FOR A FULL YEAR

<p>Research Project 10 Credits</p> <p>This is a stage 2 subject which Temple students will be able to complete in Yr11. Completing this in Yr 11 allows the students to focus more on their other subjects in Yr 12.</p>	<p>English Literary Studies, English or Essential English 20 Credits</p>	<p>Mathematical Methods General Mathematics or Essential Mathematics 10 Credits</p>	<p>Free Choice 10 Credits</p>	<p>Free Choice 10 Credits</p>	<p>Free Choice 10 Credits</p>
		<p>Mathematical Methods General Mathematics or Essential Mathematics 10 Credits</p>	<p>Free Choice 10 Credits</p>	<p>Free Choice 10 Credits</p>	<p>Free Choice 10 Credits</p>

YEAR 12 Stage 2

EACH COLUMN REPRESENTS 6 LESSONS PER WEEK FOR A FULL YEAR

<p>Free Choice 20 Credits</p>	<p>Free Choice 20 Credits</p>	<p>Free Choice 20 Credits</p>	<p>Free Choice 20 Credits</p>	<p>STUDY LINE OR A 5TH OPTIONAL SUBJECT</p>	<p>STUDY LINE</p>
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Note: Any student who has not passed the Personal Learning Plan, Yr 11 English, Yr 11 Mathematics, or the Research Project, will be required to complete this subject again in Yr 12. This would hinder their ability to complete the SACE within 2 years.

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YEAR 12 MENTOR GROUP

All students in Year 12 are involved in a programme of Life Skills through their Mentor Group. It is one lesson per week and is aimed at preparing students for life beyond secondary schooling.

This programme of Study Skills focuses on such areas as organisation of work assignments, pacing and evaluating work, meeting deadlines, essay and assignment writing and the presentation of work. Students are encouraged to assume responsibility for their own learning (just as teachers are responsible for the teaching). Students are taught creative strategies for handling stress. The weekly lesson also enables staff to maintain a positive and supportive programme of pastoral care for all Students.

In Year 12 (Stage Two), there is, naturally, a focus on skills appropriate to the transition between School and both work and further study. Staff and students explore the pre-requisites of various institutions and courses and there is a programme of visiting speakers who share their experiences of Year 12 and useful hints for success. Students are encouraged to realise that there are many options available to School Leavers. There is a significant emphasis on the development of leadership skills for all Year 12 (Stage Two) students.

YEAR 12 CHRISTIAN LIVING PROGRAMME

Christian Living is a full year subject, and in Years 11 and 12 there is one double lesson timetabled each week. Christian Living is not an assessable subject and consequently has no assignments or end of term report.

Christian Living is a time to explore what it means to live a Christ-centred, Bible-based life. It provides an opportunity for students to listen to what God is saying through His Word, and to ultimately find life, identity, meaning and purpose as they discover their place in God's story. It is a valuable opportunity for students to develop their prayer and worship life, and to investigate what it means to live an authentic Christian life in a complex world.

A particular focus in the senior years is to prepare students for a life beyond school. As such, we spend time trying to understand the culture in which we live, and explore how our Biblical story might offer us an alternative way of being in the world. Of course, central to this is the life giving death and resurrection of Jesus which offers us an opportunity to participate with God in bringing New Creation life to our world. As we study society and culture, mission, relationships, spiritual disciplines, ethics and apologetics, the students are encouraged to have their imaginations shaped by a vision of God's Kingdom, which is both here now, but not yet fully consummated.

The aim is for the students to develop a vibrant and robust faith which can be lived out both at school and in the world around them, and for them to grasp the possibilities that emerge from Jesus' invitation to a life that goes well beyond our own. As students leave Temple and follow a range of different vocations, our desire is that they go into the world to bring life, and to image God in every sphere of our community.

Many Christian Living lessons will be interactive, inviting reflection, discussion and debate. Students are encouraged to share their thoughts and stories and to be real about their faith. While there is an emphasis listening and learning, there is also a place for fun, and Christian Living lessons provide another excellent opportunity within the school for students to build relationship with each other and with staff members.

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SUBJECTS TO BE CONSIDERED AT Year 11 and 12

Classes will run depending on the number of students choosing a subject

LEARNING AREA	Year 11 Stage 1	Year 12 Stage 2
Arts	Music Creative Arts (Music)	Music <ul style="list-style-type: none"> • Ensemble Performance • Solo Performance • Music Individual Study • Performance Special Study
	Drama	Drama
English	Essential English English English Literary Studies	Essential English English English Literary Studies
Languages	Spanish	
Society and the Environment	Modern History* Tourism* Society and Culture* *NB. Students can only select up to two of these	Society and Culture
Health and Physical Education	Child Studies Food and Hospitality Physical Education	Child Studies Food and Hospitality Physical Education
Science	Physics Chemistry Biology Psychology	Physics Chemistry Biology Psychology
Mathematics	General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Business, Enterprise and Technology	Business and Enterprise Systems & Control Products (D&T) Communication Products (AV studies) Workplace Practices	Business and Enterprise Systems & Control Products (D&T) Communication Products (AV studies) Workplace Practices
Cross-disciplinary	Research Project Integrated Learning: Sport and Recreation	Integrated Learning: Music Technology Sport and Recreation
VET	Music Technology - Certificate III in Music Industry (Technical Production)	Vetamorphus – Certificate III in Christian Ministry and Theology Certificate III in Fitness

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Arts

Music

- Ensemble Performance
- Solo Performance
- Performance Special Study
- Music Individual Study

Drama

MUSIC															
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM										
12	2	ARTS	10 to 40 Full year	Yes	Yes 1¼ hour external exam Musicianship only										
PREFERRED BACKGROUND		Stage 1 Music or Stage 1 Creative Arts (Music) - Each Music subject has different skill requirements and should be chosen upon advice from Music staff.													
AIMS/OBJECTIVES		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.													
CONTENT		<p><u>Stage 2 Music is divided into a number of separate 10-credit subjects:</u></p> <p><u>Solo performance:</u> preparing and performing 18 minutes of repertoire.</p> <p><u>Ensemble performance:</u> students are involved in an ensemble where they prepare and perform 20 minutes of repertoire.</p> <p><u>Performance Special Study:</u> preparing and performing an extended work. Minimum 10 minutes, maximum 15 minutes. A commentary of the work is also required.</p> <p><u>Music Individual Study:</u> students select their own project focus such as music tuition, building an instrument, recording project – topics are subject to approval by the SACE Board.</p>													
ASSESSMENT		<p><u>EACH 10-credit MUSIC SUBJECT IS COMPRISED OF 70% SCHOOL ASSESSMENT and 30% EXTERNAL ASSESSMENT:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>SCHOOL BASED ASSESSMENT 70%</u></th> <th style="text-align: center;"><u>EXTERNAL ASSESSMENT 30%</u></th> </tr> </thead> <tbody> <tr> <td><i>Solo Performance Two school assessed performances</i></td> <td><i>Solo Performance 10-12 minute performance</i></td> </tr> <tr> <td><i>Ensemble Performance Two school assessed performances</i></td> <td><i>Ensemble Performance 10-12 minute performance</i></td> </tr> <tr> <td><i>Performance Special Study Two school assessed performances 1000 word commentary</i></td> <td><i>Performance Special Study 10-15 minute performance</i></td> </tr> <tr> <td><i>Music Individual Study Folio and Product</i></td> <td><i>Music Individual Study Report</i></td> </tr> </tbody> </table>				<u>SCHOOL BASED ASSESSMENT 70%</u>	<u>EXTERNAL ASSESSMENT 30%</u>	<i>Solo Performance Two school assessed performances</i>	<i>Solo Performance 10-12 minute performance</i>	<i>Ensemble Performance Two school assessed performances</i>	<i>Ensemble Performance 10-12 minute performance</i>	<i>Performance Special Study Two school assessed performances 1000 word commentary</i>	<i>Performance Special Study 10-15 minute performance</i>	<i>Music Individual Study Folio and Product</i>	<i>Music Individual Study Report</i>
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<i>Performance Special Study Two school assessed performances 1000 word commentary</i>	<i>Performance Special Study 10-15 minute performance</i>														
<i>Music Individual Study Folio and Product</i>	<i>Music Individual Study Report</i>														
OTHER COMMENT		<p>Performance students are required to continue receiving individual tuition with a private teacher. Music tuition is available on the school premises through the Temple Christian College Instrumental Programme.</p> <p>Class time varies depending on the combination of subjects chosen.</p> <p>Students often choose 2 x 10-credit Music subjects to study throughout the year, however it is possible to study anywhere from 1 to 5 of the subjects listed above. A maximum of 4 can be counted towards an ATAR.</p>													

DRAMA					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	ARTS	20 Full Year	Yes	No
PREFERRED BACKGROUND		Stage 1 Drama – C grade or higher			
AIMS/OBJECTIVES		<p>Drama involves performance, analysis, research and written reviews, reports and essays. Students are required to take on the role of either an on or off stage practitioner in a live public performance.</p> <p>Demonstrate critical skills as an audience member.</p> <p>Identify performance, production or filmic styles and theories which are associated with the works of particular playwrights and film directors.</p>			
CONTENT		<p>Group Analysis and Creative Interpretation</p> <p>Review and Reflection</p> <p>Interpretive Study</p> <p>Presentation of Dramatic Work</p>			
ASSESSMENT		<p>Group Presentation 20%</p> <p>Group Presentation on a Play-Script 10-15 minutes in length</p> <p>Folio 30%</p> <p>2 Live Theatre Reviews 1000 words each</p> <p>Group Production Report 2000 words</p> <p>Interpretative Study 20%</p> <p>Essay/Presentation on a Dramatic Innovator 1000 words</p> <p>Performance (external assessment) 30%</p> <p>Group Performance/On or Off Stage</p>			
OTHER COMMENT		<p>Students <u>must</u> be available for after-school rehearsals leading up to performances.</p> <p>For example - students could be required from 3.30-5.00pm, one or two nights a week for a number of weeks leading up to the performance, as well a day or two on a weekend.</p> <p>Back to Contents</p>			

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English

Essential English

English

English Literary Studies

ESSENTIAL ENGLISH					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	ENGLISH	20 Full Year	Yes	No
PREFERRED BACKGROUND	Stage 1 Essential English – ‘C’ grade or higher Stage 1 English				
AIMS/OBJECTIVES	To guide and develop students’: <ul style="list-style-type: none"> • Abilities as readers and writers, speakers and listeners • Knowledge and understanding of the form and function of a range of text types • Ability to critically analyse and reflect on the content and construction of texts • Text composition skills across a range of contexts 				
CONTENT	<p>Responding to Texts</p> <ul style="list-style-type: none"> • 3 responses to texts (selected from a wide variety of text types) <p>Creating Texts</p> <ul style="list-style-type: none"> • 3 created texts (1 advocacy text and 2 additional texts) <p>Language Study</p> <ul style="list-style-type: none"> • 1 language study (specific to a particular context) 				
ASSESSMENT	<u>SCHOOL BASED ASSESSMENT</u> 70%		<u>EXTERNAL ASSESSMENT</u> 30%		
	Responding to Texts	30%	Language Study	30%	
	Creating Texts	40%			
OTHER COMMENT	The texts selected for study in this course are more practical in nature and aim to relate to the students’ personal interests and aspirations. The course presents a degree of flexibility and choice for students, which enables the teacher and students to manage the assessment tasks in ways that best fit students’ individual contexts.				

ENGLISH					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	ENGLISH	20 Full Year	Yes	No
PREFERRED BACKGROUND	Stage 1 English – 'B' grade or higher. Stage 1 English Literary Studies – 'C' grade or higher.				
AIMS/OBJECTIVES	To guide and develop students': <ul style="list-style-type: none"> • Abilities as readers and writers, speakers and listeners • Knowledge and understanding of the form and function of a range of literary forms • Ability to critically analyse and reflect on the content and construction of texts • Text composition skills across a range of contexts 				
CONTENT	<p>Responding to Texts</p> <ul style="list-style-type: none"> • 3 responses to texts from a range of text types <p>Creating Texts</p> <ul style="list-style-type: none"> • 4 created texts, one of which is a writer's statement <p>Comparative Analysis</p> <ul style="list-style-type: none"> • 1 comparative analysis (2 independently chosen texts of differing forms) 				
ASSESSMENT	<p><u>SCHOOL BASED ASSESSMENT</u> 70%</p> <p>Responding to Texts 30%</p> <p>Creating Texts 40%</p>		<p><u>EXTERNAL ASSESSMENT</u> 30%</p> <p>Comparative Analysis 30%</p>		
OTHER COMMENT	<p>This course requires considerable organisation. Students must be able to work independently and to negotiate assignments that suit their own interests. Students who have well-developed skills in presentation, editing and revision of their work will have an advantage.</p> <p>When responding to texts, students must demonstrate a critical understanding of the language features, stylistic features, and conventions of particular text types and identify the ideas and perspectives conveyed by texts. Students will create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language features, stylistic features, and text conventions, students develop their personal voice and perspectives.</p> <p>Students should be aware that many interstate universities include Year 12 English as a pre-requisite for most of their courses.</p>				

ENGLISH LITERARY STUDIES					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	ENGLISH	20 Full Year	Yes	Yes 1 ½ hours
PREFERRED BACKGROUND	Stage 1 English Studies – ‘B’ grade or higher				
AIMS/OBJECTIVES	<p>To guide and develop students’:</p> <ul style="list-style-type: none"> • Abilities as readers and writers, speakers and listeners • Knowledge and understanding of the form and function of a range of literary forms • Ability to critically analyse and reflect on the content and construction of texts • Text composition skills across a range of contexts 				
CONTENT	<p>Responding to Texts</p> <ul style="list-style-type: none"> • Study of 3 texts (1 extended prose, 1 film, 1 drama) • Study of poetry • Study of a range of short texts • Comparative text study (1 shared text and 1 independently chosen text) <p>Creating Texts</p> <ul style="list-style-type: none"> • 1 text transformation • 1 written, oral or multimodal text <p>External Examination</p> <ul style="list-style-type: none"> • Critical reading of short texts (90 minutes) 				
ASSESSMENT	SCHOOL BASED ASSESSMENT 70%		EXTERNAL ASSESSMENT 30%		
	Responding to Texts	50%	Comparative Text Study	15%	
	Creating Texts	20%	Examination	15%	
OTHER COMMENT	<p>Students enrolling for this course should enjoy reading widely, have a good control of written English and write with flair. Students must be able to work independently and keep up with the study of the shared texts. This course requires students to be well organised and have well-developed skills in presentation, editing and drafting of work.</p> <p>Students should be aware that many interstate universities include Year 12 English as a pre-requisite for most of their courses.</p>				
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Society and the Environment

Society and Culture

SOCIETY AND CULTURE					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	HUMANITIES & SOCIAL SCIENCES	20 Full Year	YES	NO
PREFERRED BACKGROUND		Stage 1 English, Tourism or Business 20 Credits			
AIMS/OBJECTIVES		<p>Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.</p> <p>The social inquiry approach to learning forms the core of the study of Society and Culture. Through the study of a topic, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues.</p>			
CONTENT		<p>There are three main focus areas of study in this subject – Culture, Contemporary Challenges and Global Issues. With possible topics including:</p> <ul style="list-style-type: none"> • Cultural Diversity • Youth Culture • Work and Leisure • The Material World • Social Ethics • Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples • Technological Revolutions • People and the Environment • Globalisation • A Question of Rights • People and Power 			
ASSESSMENT		<p><u>SCHOOL BASED ASSESSMENT 70%</u></p> <p>Folio 50% Includes three tasks, of varying forms, based on the content covered in the topics studied.</p> <p>Interaction 20% Includes two assessment tasks; one oral presentation, one group activity.</p>		<p><u>EXTERNAL ASSESSMENT 30%</u></p> <p>Investigation 30% Students undertake one independent, focused investigation of a negotiated contemporary social or cultural issue in a local and/or global context and present their findings in a written report.</p>	
OTHER COMMENT		<p>Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.</p> <p>Society and Culture is a subject accessible to all students and will pair well with most other Year 12 subject choices, most particularly, any subject within the English or Business learning areas.</p> <p>This subject will also create a sound preparation for those wishing to pursue tertiary studies in areas such as Social Sciences, Environmental Studies, Law, Journalism, Education, Tourism, Business, and Political Science, creating opportunity to pursue a diverse range of career pathways.</p>			
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Health and Physical Education

Child Studies

Food and Hospitality

Physical Education

CHILD STUDIES					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	HEALTH & PHYSICAL EDUCATION	20 Full Year	Yes	No
PREFERRED BACKGROUND	Stage 1 Child Studies.				
AIMS/OBJECTIVES	<p>Students will be required to:</p> <ul style="list-style-type: none"> • Apply knowledge and problem-solving skills to practical activities and concepts related to the study of children and their development from conception to 8 years. • Apply management, organisational and problem-solving skills that demonstrate an understanding of issues related to the health and well-being of children. • Make and justify decisions about issues related to child development. • Select and use appropriate technology to prepare learning activities for children in a culturally diverse society. • Investigate, critically analyse, and evaluate contemporary trends and/or issues related to the health and well-being of children. • Work individually and collaboratively to support the health and well-being of children, and evaluate processes and outcomes. • Evaluate the impact of technology on the health and well-being of children. 				
CONTENT	<p>Stage 2 Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This subject enables the student to develop a variety of research, management, and practical skills.</p> <p>Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.</p> <p>There are 5 Areas of Study that the subject is structured around including:</p> <p>Area of Study 1: Contemporary & Future Issues</p> <p>Area of Study 2: Economic & Environmental Influences</p> <p>Area of Study 3: Political & Legal Influences</p> <p>Area of Study 4: Sociocultural Influences</p> <p>Area of Study 5: Technological Influences</p>				
ASSESSMENT	<u>SCHOOL BASED ASSESSMENT 70%</u> Practical Activities 50% Group Activity 20%		<u>EXTERNAL ASSESSMENT 30%</u> External Investigation 30% (2000 word Research Assignment)		
OTHER COMMENT	<p>The core nature of this subject is the practical nature of the tasks and the opportunity for students to interact with children throughout the year. Students who enjoy hands-on learning while also enjoy visual representation of assessments will do well in this subject.</p>				

FOOD AND HOSPITALITY STUDIES					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	HEALTH & PHYSICAL EDUCATION	20 Full Year	Yes	No
PREFERRED BACKGROUND		Stage 1 Food and Hospitality Studies			
AIMS/OBJECTIVES		<p>Students will be required to:</p> <ul style="list-style-type: none"> • apply knowledge and problem-solving skills to practical activities in Food and Hospitality Industry and to reflect on processes and outcomes • develop and implement practical skills, including management skills, in an individual or a collaborative context • make and justify decisions about issues related to the Food and Hospitality Industry • select and use appropriate technology to prepare and serve food, applying safe food-handling practices • investigate and reflect on contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings • work individually and collaboratively to prepare and present activities that support healthy eating practices • reflect on the impact of technology on food and hospitality. 			
CONTENT		<p>Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the Food and Hospitality Industry. Students critically examine attitudes and values about the food, and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.</p> <p>Students may be required to participate in activities outside school hours, both within the school and in the wider community.</p> <p>There are 5 Areas of Study that the subject is structured around including:</p> <p>Area of Study 1: Contemporary & Future Issues</p> <p>Area of Study 2: Economic & Environmental Influences</p> <p>Area of Study 3: Political & Legal Influences</p> <p>Area of Study 4: Sociocultural Influences</p> <p>Area of Study 5: Technological Influences</p>			
ASSESSMENT		<p><u>SCHOOL BASED ASSESSMENT 70%</u></p> <p>Practical Activities 50%</p> <p>Group Activity 20%</p>		<p><u>EXTERNAL ASSESSMENT 30%</u></p> <p>External Investigation 30% (2000 word Research Assignment)</p>	
OTHER COMMENT		<p>The core nature of this subject is the practical nature of the tasks and the opportunity for students to challenge the existing skills with more industry related assessment tasks. Students who enjoy hands-on learning while also enjoy visual representation of assessments will do well in this subject.</p>			

PHYSICAL EDUCATION					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	HEALTH & PHYSICAL EDUCATION	20 Full Year	Yes	Yes 2 hours
PREFERRED BACKGROUND		Stage 1 Physical Education (10 or 20 credits) with a 'B' grade or higher. If students have not done Stage 1 Physical Education, they must have done at least one of Biology or Physics			
AIMS/OBJECTIVES		<p>In this subject students are expected to:</p> <ul style="list-style-type: none"> • Achieve a level of proficiency in performance of human physical activities with reference to specific skill criteria. • Critically analyse and evaluate the personal, community and/or global implications of physical activity. • Demonstrate knowledge and understanding of exercise physiology, the biomechanics of human movement and skill acquisition and communicate using appropriate terminology. • Demonstrate knowledge and understanding of physical education concepts relevant to physical activities. • Apply and reflect on principals and issues related to physical performance and activity and skills acquisition • Demonstrate initiative, self-reliance, collaborative skills, leadership and effective interpersonal skills. 			
CONTENT		<p>Principals and Issues:</p> <ol style="list-style-type: none"> 1. Exercise Physiology and Physical activity <ul style="list-style-type: none"> • The sources of energy affecting physical performance • The effects of training and evaluation on physical performance • The specific physiological factors affecting performance 2. The Acquisition of Skills and the Biomechanics of Movement <ul style="list-style-type: none"> • Skills acquisition • Specific factors that affect learning • The effects of psychology of learning on the performance of physical skills • The ways in which biomechanics improve skilled performance 3. Issues Analysis <p>Practical Skills and Applications:</p> <ul style="list-style-type: none"> • Students are required to complete three practical modules • At least one of these must be an individually based <p>These modules may include activities such as Windsurfing, Sailing, Kayaking, Volleyball, Netball, Squash, Touch Football and Soccer.</p>			
ASSESSMENT		<p><u>SCHOOL BASED ASSESSMENT 70%</u></p> <p>Practical Activities 50% Assessment is prescribed and consists of specific skills criteria for the three chosen sports</p> <p>Folio 20% Students undertake six folio tasks, which can include tests, essays, laboratory reports, written and/or research assignments etc.</p>		<p><u>EXTERNAL ASSESSMENT 30%</u></p> <p>Examination 30%</p> <p>This is set by SACE and covers the 'Exercise Physiology' and 'Physical Activity' and 'The Acquisition of Skills and Biomechanics of Movement' modules.</p>	
OTHER COMMENT		<p>Students will need to participate in an aquatics activity. Approximately \$100 per student will be added to the school fees to cover some of the cost of aquatics. Students will also need a PE Singlet if they do not already have one from Stage 1 Physical Education, this can be purchased at a cost of \$40.</p> <p>At times, practical activities may be chosen that require a weekly cost or travel to an out of school venue, e.g. Squash, Lawn Bowls, Volleyball, Netball.</p> <p>This subject is for students who enjoy physical activity and learning about the principles that undergird its performance.</p>			
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Science

Physics

Chemistry

Biology

Psychology

PHYSICS					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	SCIENCE	20 Full Year	Yes	Yes 2 hours
PREFERRED BACKGROUND	Stage 1 Physics (20 credits) – ‘C’ grade or higher. Stage 1 Mathematical Methods (‘C’ grade or higher) would also be an advantage.				
AIMS/OBJECTIVES	<p>The Stage 2 Physics program assumes that students have had experience in the skills developed through Stage 1 Physics and Stage 1 Mathematical Methods. This course provides a background for students who intend on pursuing tertiary study in courses where Physics is either a pre-requisite or assumed knowledge.</p> <p>Skills used include:</p> <ul style="list-style-type: none"> • using the terms, conventions, and notations of Physics; • making calculations; demonstrating understanding; applying knowledge; graphing; • analysing data and forming conclusions ; • designing an investigation to test a hypothesis. 				
CONTENT	<p>The topics for Stage 2 Physics are:</p> <ul style="list-style-type: none"> • Topic 1: Motion and Relativity • Topic 2: Electricity and Magnetism • Topic 3: Light and Atoms. 				
ASSESSMENT	<u>SCHOOL BASED ASSESSMENT 70%</u> Skills and Application Tasks 40% Folio 30% There are some opportunities for students to develop skills that complement the course’s set content through practical work and investigations.		<u>EXTERNAL ASSESSMENT 30%</u> 2 hour examination 30%		
OTHER COMMENT	Many university courses/programs recommend that commencing students have background knowledge in Stage 2 Physics.				

CHEMISTRY					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	SCIENCE	20 Full Year	Yes	Yes 2 hours
PREFERRED BACKGROUND	Stage 1 Chemistry (20 credits) – ‘C’ grade or higher. Stage 1 Mathematical Studies (‘C’ grade or higher) would also be an advantage.				
AIMS/OBJECTIVES	<p>Stage 2 Chemistry is a key subject in the science learning which is both challenging and rewarding. It is primarily concerned with investigating the composition of the world on an atomic and molecular level, environmental chemistry and the impact of humans on environmental processes as well as the production and use of common substances and materials. Stage 2 Chemistry is suited to students wishing to enter a field of study in the Chemical Sciences or a related field of study and is a pre-requisite or assumed knowledge for some courses.</p> <p>At the end of the course students should be able to:</p> <ul style="list-style-type: none"> manipulate apparatus and record observations in practical chemical activities; design and undertake practical chemical investigations; obtain information about chemistry from a variety of sources; critically analyse and evaluate chemical information and procedures; demonstrate knowledge and understanding of chemical concepts; develop possible solutions to a variety of chemical problems; demonstrate an understanding of how knowledge of chemistry can be used to make informed decisions, taking into account social and environmental contexts; communicate effectively in a variety of forms, using chemical terms and conventions correctly and contextually. 				
CONTENT	<p>Main Topics:</p> <p>Monitoring the Environment – global warming and climate change, photochemical smog, volumetric analysis, chromatography, AAS</p> <p>Managing Chemical Processes – rates of reaction, equilibrium, optimising production</p> <p>Organic and Biological Chemistry – alcohols, ketones, carboxylic acids, amines, esters, carbohydrates, triglycerides, proteins</p> <p>Managing Resources – energy, water, soil, materials, electrochemistry</p>				
ASSESSMENT	<u>SCHOOL BASED ASSESSMENT 70%</u> Skills and Application Tasks 40% Tests and Assignments Folio 30% Practical and Issues Investigations Students are able to carry out an Issue Investigation on a chemical area of interest. They also have the opportunity to design their own practical investigations.		<u>EXTERNAL ASSESSMENT 30%</u> 2 hour examination 30% Multiple choice questions, short answer and extended response		
OTHER COMMENT	The subject requires a high level of commitment to home and class study and a desire to see a problem through thoroughly.				

BIOLOGY					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	SCIENCE	20 Full Year	Yes	Yes 2 hours
PREFERRED BACKGROUND		Stage 1 Biology (20 credits) – ‘C’ grade or higher.			
AIMS/OBJECTIVES		<p>Stage 2 Biology is a key subject in the science learning area. It is primarily concerned with investigating the composition of biological molecules and the connections between structure and function of organisms, their interactions with one another and their environment.</p> <p>In this subject, students are expected to:</p> <ul style="list-style-type: none"> • apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices • obtain, record, represent, analyse, and interpret the results of biological investigations • evaluate procedures and results, and analyse evidence to formulate and justify conclusions • develop and apply knowledge and understanding of biological concepts in new and familiar contexts • explore and understand science as a human endeavour • communicate knowledge and understanding of biological concepts and information, using appropriate terms, conventions, and representations. 			
CONTENT		<p>The topics for Stage 2 Biology are:</p> <ul style="list-style-type: none"> • Topic 1: DNA and Proteins • Topic 2: Cells as the Basis of Life • Topic 3: Homeostasis • Topic 4: Evolution 			
ASSESSMENT		<p><u>SCHOOL BASED ASSESSMENT 70%</u></p> <p>Skills and Application Tasks 40% Tests and Assignments</p> <p>Folio 30% Multiple practicals and a Science as a Human Endeavour (SHE) Investigation.</p> <p>Students are able to carry out an Issue Investigation on a biological area of interest. They also have the opportunity to design their own practical investigations.</p>		<p><u>EXTERNAL ASSESSMENT 30%</u></p> <p>2 hour examination 30% Multiple choice questions, short answer and extended response</p>	
OTHER COMMENT		<p>Stage 2 Biology is suited to students wishing to enter a field of study in the Biological Sciences or a related field of study and is a pre-requisite or assumed knowledge for some courses.</p>			

PSYCHOLOGY					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	SCIENCE	20 Full Year	Yes	Yes 2 hours
PREFERRED BACKGROUND		Stage 1 Psychology (20 credits) – ‘C’ grade or higher.			
AIMS/OBJECTIVES		<p>Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, cognition and emotion. Through such study, students may come to better understand themselves and their social worlds.</p> <p>At the end of the program in Stage 2 Psychology, students should be able to:</p> <ul style="list-style-type: none"> • Describe the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of self, others, and groups; • Search for, evaluate, and organise psychological information and use language effectively to communicate key ideas, understandings, processes, and values in a range of contexts; • Demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations; • Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and Christian values; • Demonstrate critical reflection and organisation in the application of psychological principles, taking into account ethical and Christian considerations; • Analyse the behaviours of self, other individuals, and groups of people in different contexts in a way that recognises the values of independence and interdependence and dependence on God; • Undertake a variety of roles while working as a member of a team to achieve individual and shared goals. 			
CONTENT		<p>Main topics:</p> <ul style="list-style-type: none"> • Introduction to Psychology • Social Cognition • Learning • Personality • Psychobiology of Altered States of Awareness • Healthy Minds 			
ASSESSMENT		<p><u>SCHOOL BASED ASSESSMENT</u> 70%</p> <p>Skills and Application Tasks 40% Up to 7 tests and/or assignments</p> <p>Folio 30% 1 individual and 1 group investigation</p> <p>Students may have some opportunity to select topics of interest for study or in how they choose to present their work.</p>		<p><u>EXTERNAL ASSESSMENT</u> 30%</p> <p>2 hour examination 30%</p>	
OTHER COMMENT		<p>Stage 2 Psychology is a language-rich science which builds on terminology and content taught in Stage 1. It is essential that students undertaking the subject have a good grasp of the English language.</p> <p>As a focus of the subject is on conducting investigations and evaluating collected quantitative and qualitative data, there is also a statistical and numerical component to the coursework.</p>			
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Mathematics

Essential Mathematics

General Mathematics

Mathematical Methods

Specialist Mathematics

ESSENTIAL MATHEMATICS					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	MATHEMATICS	20 Full Year	Yes	Yes 2 hours
PREFERRED BACKGROUND	Stage 1 General Mathematics or Essential Mathematics (20 credits required) – ‘B-’ Grade or higher in Stage 1 General Mathematics.				
AIMS/OBJECTIVES	<p>To develop students’:</p> <ul style="list-style-type: none"> Confidence with mathematical concepts and relationships, and use of skills and techniques in a range of contexts. Appreciation of how mathematics can be used to analyse, investigate, model and describe aspects of the world. Problem solving and abstract skills. Appreciation of the importance of electronic technology in mathematics. Mathematical skills and knowledge to help them become informed citizens capable of making sound decisions in the workplace and in all areas of their lives. 				
CONTENT	<p>Topics complement the students’ previous mathematical experience and increase their understanding of business applications.</p> <p>Topics covered are:</p> <ul style="list-style-type: none"> Scales, Plans and Models Measurement Business Applications Statistics Investments and Loans 				
ASSESSMENT	<u>SCHOOL BASED ASSESSMENT</u> 70%		<u>EXTERNAL ASSESSMENT</u> 30%		
	Skills and Application Tasks 40%		2 hour examination 30%		
	Folio 30%				
OTHER COMMENT	<p>This subject is for those students who want to learn mathematics with an emphasis on practical applications. It will help provide relevance and meaning to their immediate environment and the world of business.</p> <p>Students need a CASIO graphics calculator.</p> <p>Students will need to have displayed a good standard of proficiency in Year 11 General Mathematics (minimum of a B- grade) in order to achieve a successful result in this subject.</p>				

GENERAL MATHEMATICS					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	MATHEMATICS	20 Full Year	Yes	Yes 2 hours
PREFERRED BACKGROUND	Stage 1 General Mathematics or Mathematical Methods (20 credits required) – ‘A’ Grade or higher in Stage 1 General Mathematics or ‘C’ Grade or higher in Mathematical Methods				
AIMS/OBJECTIVES	<p>To develop students’:</p> <ul style="list-style-type: none"> Confidence with mathematical concepts and relationships, and use of skills and techniques in a range of contexts. Appreciation of how mathematics can be used to analyse, investigate, model and describe aspects of the world. Problem solving and abstract skills. Appreciation of the importance of electronic technology in mathematics. Mathematical skills and knowledge to help them become informed citizens capable of making sound decisions in the workplace and in all areas of their lives. 				
CONTENT	<p>Topics complement the students’ previous mathematical experience and increase their understanding of business applications.</p> <p>Topics covered are:</p> <ul style="list-style-type: none"> Modelling with Linear Relationships Modelling with matrices Statistical Models Financial Models Discrete Models 				
ASSESSMENT	<u>SCHOOL BASED ASSESSMENT</u> 70%		<u>EXTERNAL ASSESSMENT</u> 30%		
	Skills and Application Tasks	40%	2 hour examination	30%	
	Folio	30%			
OTHER COMMENT	<p>This subject is for those students who want to learn mathematics with an emphasis on practical applications. It will help provide relevance and meaning to their immediate environment and the world of business.</p> <p>Students need a CASIO graphics calculator.</p> <p>Students will need to have displayed a good standard of proficiency in Year 11 General Mathematics (minimum of an A- grade) or Year 11 Mathematical Methods (minimum of a C grade) in order to achieve a successful result in this subject.</p>				

MATHEMATICAL METHODS					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	MATHEMATICS	20 Full Year	Yes	Yes 3 hour external exam
PREFERRED BACKGROUND	Stage 1: Mathematical Methods (20 Credits) – ‘B’ grade or higher.				
AIMS/OBJECTIVES	<p>To develop students’:</p> <ul style="list-style-type: none"> • Understanding of Mathematical concepts and relationships. • Awareness of various Mathematical ideas which will create links between their own language and ideas and Mathematical symbols and language. • Problem solving strategies and abstract thinking skills. • Recognition of the importance of electronic technology in Mathematics. • Appreciation of the wide-ranging applications of Mathematics in everyday life. • Confidence to become informed citizens capable of making sound decisions in the workplace and in their personal lives. 				
CONTENT	<p>The topics studied are:</p> <ul style="list-style-type: none"> ▪ Statistics <ul style="list-style-type: none"> ▪ Discrete and Random Variables ▪ Continuous Random Variables and the Normal Distribution ▪ Sampling and Confidence Intervals ▪ Calculus <ul style="list-style-type: none"> ▪ Further Differential Calculus and Applications ▪ Integral Calculus ▪ Exponential and Logarithmic Functions 				
ASSESSMENT	<u>SCHOOL BASED ASSESSMENT 70%</u> Skills and Application Tasks 50% 6 tasks including tests Folio 20% 1 Investigation		<u>EXTERNAL ASSESSMENT 30%</u> 3 hour examination 30%		
OTHER COMMENT	<p>Mathematical Methods can be studied as a single mathematics subject or it can be taken in combination with Specialist Mathematics.</p> <p>Students will require a sound understanding of algebraic notation and the associated manipulative skills, the relationship between functions and their graphs and the ability to apply key mathematical ideas to various unfamiliar problems.</p> <p>Students will need to have displayed a good standard of proficiency in Year 11 Mathematical Methods (minimum of a B grade) in order to achieve a successful result in this subject.</p>				

SPECIALIST MATHEMATICS					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	MATHEMATICS	20 Full Year	Yes	Yes 3 hours
PREFERRED BACKGROUND		Stage 1: Mathematical Methods (20 Credits) and Stage 1: Specialists Mathematics (20 Credits)			
AIMS/OBJECTIVES		To develop students: <ul style="list-style-type: none"> • Understanding of Mathematical concepts and relationships. • Awareness of various Mathematical ideas which will create links between their own language and ideas and Mathematical symbols and language. • Problem solving strategies and abstract thinking skills. • Recognition of the importance of electronic technology in Mathematics. • Appreciation of the wide-ranging applications of Mathematics in everyday life. • Confidence to become informed citizens capable of making sound decisions in the workplace and in their personal lives. 			
CONTENT		The topics studied are: <ul style="list-style-type: none"> ▪ Topic 1 - Induction ▪ Topic 2 - Complex numbers ▪ Topic 3 - Functions and Sketching Graphs ▪ Topic 4 - Vectors in 3 Dimensions and Geometry ▪ Topic 5 – Integration Techniques and Applications ▪ Topic 6 – Rates of Change and Differential Equations 			
ASSESSMENT		<u>SCHOOL BASED ASSESSMENT</u> 70% Skills and Application Tasks 50% 6 tasks including tests Folio 20% 1 Investigation		<u>EXTERNAL ASSESSMENT</u> 30% 3 hour examination 30%	
OTHER COMMENT		<p>Specialist Mathematics is intended to be undertaken in conjunction with or after a study of Mathematical Methods. Some of its content relies on and builds on the foundation of Mathematical Methods.</p> <p>It will be more challenging and demanding for students than Mathematical Methods. It has a greater emphasis on thinking mathematically through inquiry and proof. It will require students to display a high level of problem-solving skill.</p> <p>Prospective students will need to have maintained a minimum of a B grade in Year 11 Specialist Mathematics if they anticipate making sound progress in this subject.</p> <p>Back to Contents</p>			

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Business, Enterprise and Technology

Business and Enterprise
Systems and Control Products
Communication Products
Workplace Practices

BUSINESS AND ENTERPRISE					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	BUSINESS ENTERPRISE TECHNOLOGY	20 Full Year	YES	No
PREFERRED BACKGROUND	Stage 1 English Literary Studies – ‘C’ grade or higher, or English – ‘C’ grade or higher.				
AIMS/OBJECTIVES	<ul style="list-style-type: none"> Understand the nature, role, and structure of business and enterprise, locally, nationally, and globally. Demonstrate a knowledge and understanding of business theories and practices, and be able to analyse and apply them in the business environment. Communicate professionally, considering the context and audience, in the business environment, using the relevant information and communication technologies. Apply relevant business ideas and concepts such as business planning, product development, financial management, and marketing. Assess current trends, opportunities, and issues that have an impact on business and enterprise. Evaluate the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts. 				
CONTENT	<p>The Business Environment</p> <ul style="list-style-type: none"> Business in Australia The Nature and Structure of Business The Business Enterprise Option Topics <p>People Work and Business</p> <ul style="list-style-type: none"> The Nature of Work Trends in the Australian Workplace Business and Management Corporate Governance Human Resources <p>Marketing</p> <ul style="list-style-type: none"> The Nature and Role of Markets and Marketing Elements of the Marketing Plan Market Research Developing Marketing Strategies Ethical and Legal Aspects of Marketing 				
ASSESSMENT	SCHOOL BASED ASSESSMENT 70%		EXTERNAL ASSESSMENT 30%		
	Folio 30% Four tasks made up of a variety of assessment methods including essays, tests, and reports		Situation Analysis 30% 2000 word written report		
	Practical 20% Marketing Plan				
	Issues Study 20% Choice between a report or an essay				
OTHER COMMENT	Business and Enterprise gives students an understanding of the business environment, and offers the opportunity for future business leaders to gain an insight into the corporate world. The subject requires students to actively engage with the business community for research. Assessment tasks have a significant written component, so students need to possess strong literacy skills and be effective written communicators.				

DESIGN AND TECHNOLOGY: Systems & Control Products					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	BUSINESS ENTERPRISE TECHNOLOGY	20 Full Year	YES Counting Restriction*	No
PREFERRED BACKGROUND		Stage 1 Design & Technology - Systems and Control (20 credits required)			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Students are required to design and manufacture products or prototypes that meet a design brief within the context of Advanced Manufacturing. • Students develop the knowledge and skills associated with using a range of media, materials, or systems. • Combine designing and construction skills with knowledge and understanding of materials, information, and systems, to make high-quality products for specific purposes. • Analyse how present and past technologies affect the individual, society, and/or environment now, and how they will do so in the future. 			
CONTENT		<p>Students build on skills developed in Stage 1 to design and manufacture high quality electronically enabled devices/systems. Such skills include:</p> <ul style="list-style-type: none"> • Investigation and planning • Design and manufacture of printed circuit boards • Soldering • Design and construction of microcontroller circuitry • Problem solving • Computer-Aided Design (CAD) • Computer-Aided Manufacture (CAM) <p>Students design and manufacture the following products:</p> <ul style="list-style-type: none"> • Minor Product - Electronic Maze game • Major Product – Free choice (microcontroller project) 			
ASSESSMENT		<u>SCHOOL BASED ASSESSMENT 70%</u> Skills and Application Tasks 20% Two specialised skills and applications tasks; one materials application task Products 50% Creation of products based on students' own design briefs- major product; minor product.		<u>EXTERNAL ASSESSMENT 30%</u> Folio 30% Documentation and analysis of product design, and product evaluation – design brief, investigation and planning analysis (including impact analysis); evaluation of product realisation (final product).	
OTHER COMMENT		<p>Future Directions could include apprenticeships or enrolment in engineering courses at TAFE or University (Electronics, Automotive, Information Technology, Industrial Design, etc.).</p> <p>*Students wishing to obtain an ATAR may choose either Systems & Control Products <u>OR</u> Communication Products, not both.</p>			

DESIGN AND TECHNOLOGY: Communication Products					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	BUSINESS ENTERPRISE TECHNOLOGY	20 Full Year	YES Counting Restriction*	No
PREFERRED BACKGROUND		Stage 1 Design & Technology – Communication Products (20 credits required)			
AIMS/OBJECTIVES		Students will use multimedia tools to create communication products. They will also manage a project through the four stages of investigation, planning, production, and evaluation.			
CONTENT		Main Topics: <ul style="list-style-type: none"> • Photography • Multimedia • Sound • Web Design 			
ASSESSMENT		<u>SCHOOL BASED ASSESSMENT 70%</u> Skills and Application Tasks 20% Students demonstrate skills and understandings of the materials and components, techniques, and equipment that they consider for use in their product. Products 50% Students present for assessment the products they have made in response to the design brief developed for their Folio.		<u>EXTERNAL ASSESSMENT 30%</u> Folio 30% Students further develop and refine their use of the design process. They investigate technical skills, analyse possible applications of these skills, and evaluate ways in which their own skills have developed and improved.	
OTHER COMMENT		Stage 2 Design and Technology (Communication Products) contains opportunities for students to pursue personal interests within the main topics of the course, through the development of their unique design brief and resultant product/s. Students choosing this subject should be comfortable working with technology. They should also have an awareness of the communication products that surround them. *Students wishing to obtain an ATAR may choose either Systems & Control Products <u>OR</u> Communication Products, not both.			

WORKPLACE PRACTICES					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	BUSINESS ENTERPRISE TECHNOLOGY	20 Full Year	YES	No
PREFERRED BACKGROUND	Stage 1 Workplace Practices				
AIMS/OBJECTIVES	<p>In Workplace Practices, students</p> <ul style="list-style-type: none"> develop knowledge, skills and understanding of the nature, type and structure of the workplace. 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. undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. <p>The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).</p>				
CONTENT	<p>Main Topics:</p> <p>Stage 2 Workplace Practices comprises three focus areas of study:</p> <ol style="list-style-type: none"> Industry and Work Knowledge; Vocational Learning; Vocational Education and Training (VET). <p>Students must study 'Industry and Work Knowledge' and either 'Vocational Learning' or Vocational Education and Training'.</p> <p>The topics included within these three areas are:</p> <p>Topic 1: Finding Employment Topic 2: The Changing Nature of Work Topic 3: Workplace Culture</p>				
ASSESSMENT	<u>SCHOOL BASED ASSESSMENT 70%</u>		<u>EXTERNAL ASSESSMENT 30%</u>		
	Folio (a collection of evidence based on the topics studied) Performance (Work Placement) Reflection (Personal and Professional) Reflection on learning undertaken)		Practical or Issues Investigation (2000 word report/12 minute presentation on an issue or practical skill related to an area of employment)		
OTHER COMMENT	<p>Students can apply each topic to one or more careers of interest to them.</p> <p>Students choose, in collaboration with their teacher, an issue of personal interest for their Investigation; they also choose the mode in which they will present their findings.</p> <p>Students organise their own Work Placement, in a field of employment in which they are interested.</p> <p>Students will undertake 50 hours of Work Placement (and/or VET) as part of this subject. Students are responsible for organizing their own Work Placement, as well as their transport to and from their placement venue.</p>				
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Cross-Disciplinary

Integrated Learning I

(Sport and Recreation)

Integrated Learning II

(Music Technology)

INTEGRATED LEARNING - SPORT AND RECREATION					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	CROSS-DISCIPLINARY	20 Full Year	Yes	No
PREFERRED BACKGROUND		Stage 1 Sport & Recreation			
AIMS/OBJECTIVES		<p>At the end of Stage 2 Sport and Recreation, students should be able to:</p> <ul style="list-style-type: none"> • Develop and apply a wide range of Outdoor Education skills & knowledge • Develop knowledge on the Outdoor Education industries • Develop collaboration with peers and younger students • Develop ability to plan & conduct effective and safe PE lessons for Junior classes • Develop officiating proficiency in one or more chosen areas of sport 			
CONTENT		<p><u>Practical Components</u></p> <ul style="list-style-type: none"> • Bushwalking Camp • Camp Preparation <ul style="list-style-type: none"> ○ Cooking ○ Equipment ○ Packing a rucksack ○ Navigation ○ Basic First Aid ○ Risk Management Plans • Sport (uncommon sport that isn't a part of Stage 1 or 2 Physical Education. Eg; Ultimate Frisbee, Cricket, Sof Crosse) • Officiating • Teaching Junior PE classes OR BCS students. <p><u>Theory Components</u></p> <ul style="list-style-type: none"> • Bushwalking camp preparation and reflections • Sports Analysis – analysis of between 1-3 different sports • Personal Endeavour assignment task – explore an area of the Program Focus of interest 			
ASSESSMENT		<p><u>SCHOOL BASED ASSESSMENT 70%</u></p> <p>Assessment Type 1: Practical Inquiry (40%)</p> <ul style="list-style-type: none"> - Bushwalk - Sport (uncommon sport that isn't a part of Stage 1 or 2 Physical Education) - Officiating <p>Assessment Type 2: Connections (30%)</p> <ul style="list-style-type: none"> - Teaching Junior PE classes OR BCS students. 		<p><u>EXTERNAL ASSESSMENT 30%</u></p> <p>Assessment Type 3: Personal Endeavour (30%)</p>	
OTHER COMMENTS		<p>Students will need to participate in a compulsory bushwalking camp. Approximately \$100 per student will be added to the school fees to cover some of the cost of the bushwalking camp.</p> <p>This subject is for students who enjoy sport and recreational activity, and learning about the different elements of the industry.</p>			

INTEGRATED LEARNING – MUSIC TECHNOLOGY

YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
12	2	CROSS-DISCIPLINARY	20 Full Year	Yes	No
PREFERRED BACKGROUND	Year 11 Music Technology (Certificate III in Technical Production) , or high level of achievement in Year 9 and 10 Music Technology.				
AIMS/OBJECTIVES	Integrating Learning focuses on three key learning areas throughout all activities and tasks: Developing the capability for Communication Developing the capability for Work, and Developing the capability for Learning At the end of Stage 2, students should also be able to demonstrate: <ul style="list-style-type: none"> • practical skills & techniques in various audio applications. • planning and organisational skills • knowledge of Work Health and Safety • collaborative skills 				
CONTENT	This course is designed to integrate personal learning and growth with practical hands on activities. Live Sound – use of analogue and digital PA systems, planning equipment, stage layout, sound check, mixing etc. Recording – recording and production techniques and principles. Editing – use of ProTools software for audio editing including use of MIDI. Students are required to reflect on their own personal learning throughout the course, as well as provide reflection and feedback to their peers.				
ASSESSMENT	<u>SCHOOL BASED ASSESSMENT 70%</u> Assessment Type 1: Practical Inquiry (40%) Sound Technician for Assembly & reflection. MIDI research, editing and composition. Assessment Type 2: Connections (30%) Production team for two school events, planning, rehearsals & reflection.		<u>EXTERNAL ASSESSMENT 30%</u> Assessment Type 3: Personal Endeavour (30%) Recording of chosen ensemble, research & journal		
OTHER COMMENT	Students will be required to participate in the technical crew for school events, including out of hours events such as Open Evening and concerts. Back to Contents				

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VET

VETAMORPHUS

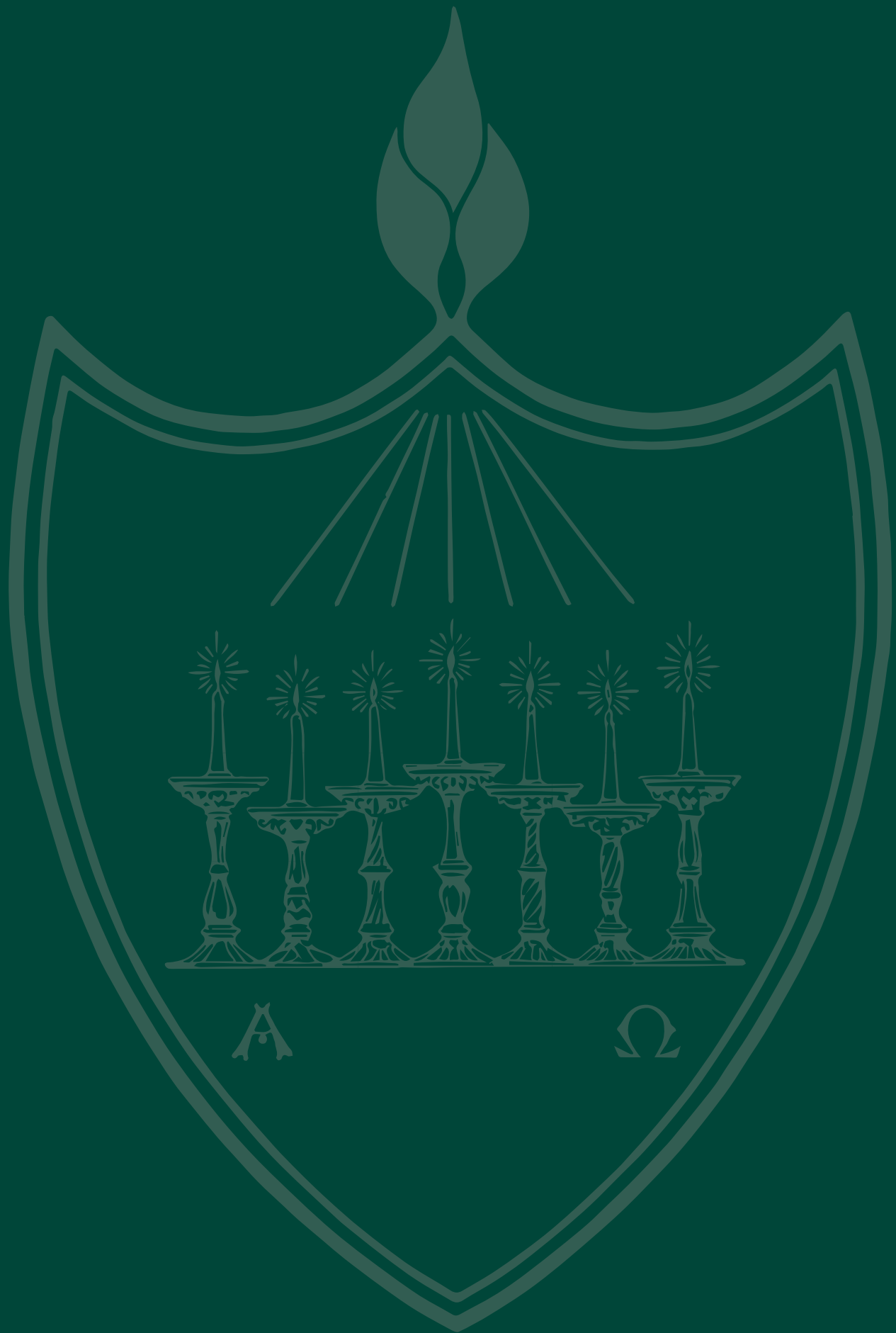
(Certificate III in Christian Ministry and Theology)

Certificate III in FITNESS

VETAMORPHUS – Certificate III in Christian Ministry and Theology (10432NAT)

YEAR	STAGE	LEARNING AREA	CREDITS	EXTERNAL EXAM	
12	2	VET	60	No	
PREFERRED BACKGROUND		Entry to the course is by application.			
AIMS/OBJECTIVES		The course is intended to provide students with the knowledge and skills to deepen their understanding of the Christian faith and to provide service in a Christian church group or ministry context.			
CONTENT		VET Units of Competency delivered: <ul style="list-style-type: none"> • Identify how Christian Scripture, life and practice are understood today • Identify theological data • Identify a range of information within a theological theme or issue • Identify new theological insights • Identify theological knowledge in relation to the Christian way of life • Communicate theology in everyday language • Support Group Activities • Contributes to team effectiveness 			
ASSESSMENT		Students are assessed on whether they meet competency in each of the units listed above. Successful completion of all units listed will result in achievement of 60 Stage 2 SACE credits.			
OTHER COMMENT		As with many Certificate III qualifications, successful completion of the whole course can count as 20 credits towards an ATAR for University. It is recommended that students choosing Vetamorphus will still select 4 other Stage 2 subjects, except in special circumstances negotiated with the Assistant Principal, Curriculum. The cost of the course is approximately \$1700. 50% of the cost is subsidised by the school, and the remaining \$850 will be charged to the school fee account. This course is offered to students under the auspices of Veta Youth, in association with the Registered Training Organisation (RTO) the Australian Centre for Advanced Studies (RTO #50392). Students and parents are welcome to contact Veta Youth for information about this program by phone or email. Phone: 0427 780 004 Email: peter@vetamorphus.com Website: www.vetamorphus.com			

Certificate III in FITNESS (SIS30315)					
YEAR	STAGE	LEARNING AREA	CREDITS		EXTERNAL EXAM
12	2	VET	60		No
PREFERRED BACKGROUND		Physical Education to Year 10, with a keen interest in Fitness			
AIMS/OBJECTIVES		The course is intended to provide students with knowledge and skills in the Fitness Industry. This can lead to further study to qualify as a Personal Trainer, but also links well with a career in the Health Industry or Physical Education.			
CONTENT		VET Units of Competency delivered: <ul style="list-style-type: none"> • Working with Children Check • Provide first aid • Industry Professional Application Form • Anatomy and physiology • Client screening • Equipment and environments • Programming • Specific populations and older adults • Children 5-12 years of Age • Group exercise 			
ASSESSMENT		Students are assessed on whether they meet competency in each of the units listed above. Successful completion of all units listed will result in achievement of 60 Stage 2 SACE credits.			
OTHER COMMENT		As with many Certificate III qualifications, successful completion of the whole course can count as 20 credits towards an ATAR for University. It is recommended that students choosing Fitness will still select 4 other Stage 2 subjects, except in special circumstances negotiated with the Assistant Principal, Curriculum. This course is offered to students under the auspices Foundation Education, in association with the Australian Institute of Personal Trainers.			
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