

# STAGE 2

CURRICULUM OUTLINE | 2018



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## SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

### SACE Information

The SACE is an internationally recognised qualification.

To gain the SACE, students undertake Stage 1 and Stage 2, which most students complete over three years. The usual pattern is shown below:

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

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

Students will receive a grade from A+ to E- at Stage 2. **For compulsory subjects they must achieve a C grade or better.**

The compulsory subjects are

- **Personal Learning Plan** (10 credits at Stage 1)
- **Literacy** – at least 20 credits from English (Stage 1)
- **Numeracy** – at least 10 credits from Mathematics (Stage 1). (At Wilderness all students study 20 credits in Mathematics at Stage 1)
- **Research Project** – an in-depth major project (10 credits at Stage 2)
- **Other Stage 2 subjects** totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or 2 subjects or Board-recognised courses (such as VET or community learning) of a student’s choice.

| <b>Minimum Requirements</b>                               | <i>Credits</i> |
|---|----------------|
| <i>Year 10</i>  |                |
| <b>Personal Learning Plan</b>                             | 10             |
| <i>Year 11 (Stage 1)</i>                                  |                |
| <b>Literacy</b> (from English)                            | 20             |
| <b>Numeracy</b> (from Mathematics)                        | 10             |
| <i>Years 11 or 12 (Stages 1 or 2)</i>                     |                |
| <b>Other subjects and courses of the student’s choice</b> | up to 90       |
| <i>Year 12 (Stage 2)</i>                                  |                |
| <b>Research Project</b>                                   | 10             |
| <b>Other Stage 2 subjects and courses</b>                 | 60 or more     |
| <i>Total</i>  | 200            |

There is no time limit imposed on the completion of the SACE.

### Assessment and Reporting

Assessment and reporting in the SACE are based on performance standards. These standards, which teachers will provide for each subject, describe in detail the level of achievement required for each grade, from A+ to E- for Stage 2. Teachers and assessors will use these standards to decide how well a student has demonstrated her learning.

## Stage 2 Subjects

Accounting  
Biology  
Business and Enterprise  
Chemistry  
Chinese (Background Speakers)  
Chinese (Continuers)  
Drama  
English (including English as an Additional Language)  
English Literary Studies  
French (Continuers)  
Geography  
Legal Studies  
Essential Mathematics  
General Mathematics  
Mathematical Methods  
Specialist Mathematics  
Modern History  
Music  
Physical Education  
Physics  
Psychology  
Society and Culture  
Visual Arts – Art  
Workplace Practices

**Please read the Subject Choice Outlines carefully, taking note of the fact that eligibility for some subjects is determined by grades achieved in the previous year. These subjects include Biology, Chemistry, Physics, Mathematics and English Literary Studies.**

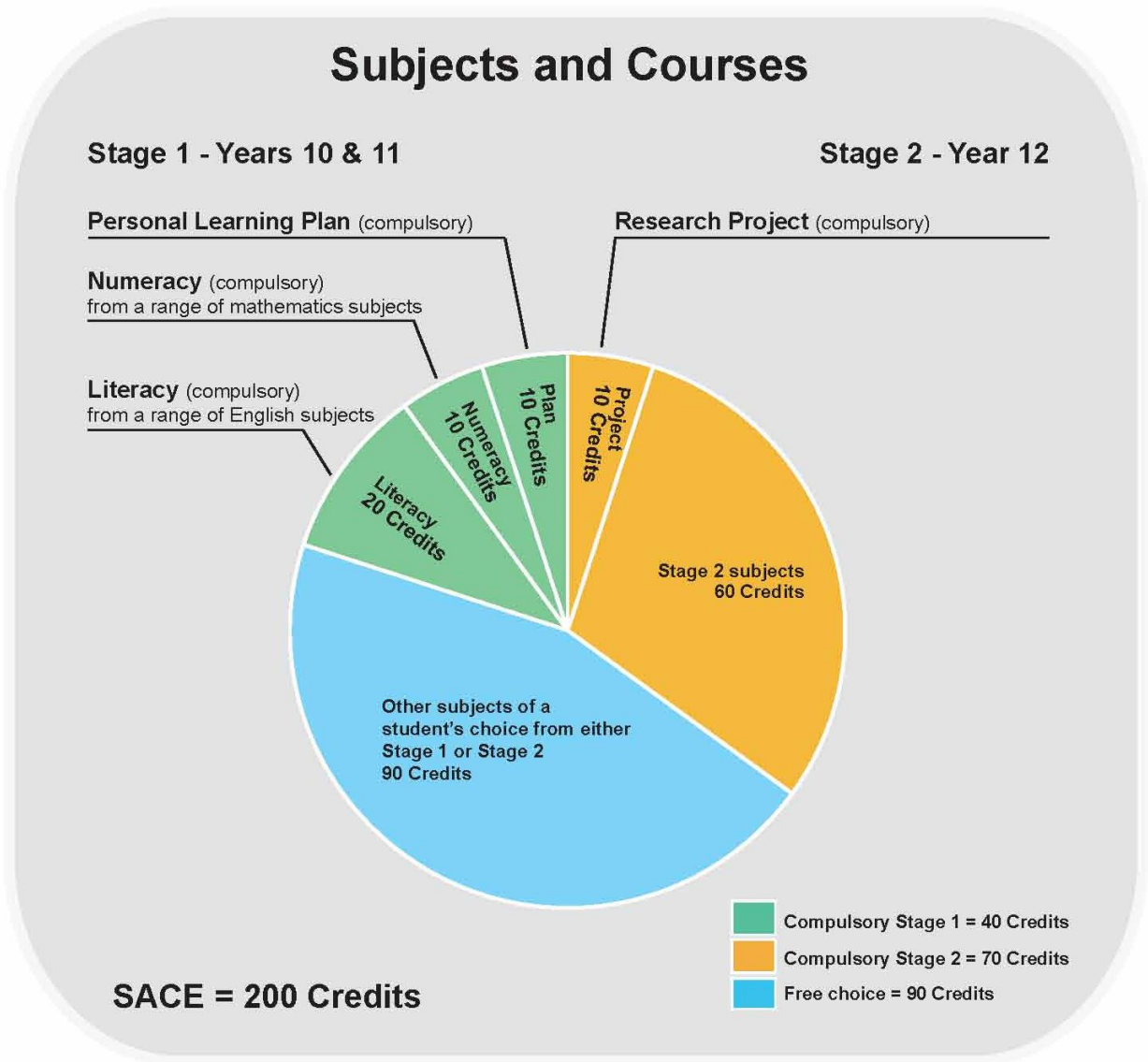
**Other Stage 2 Requirements**

In addition to the Research Project, students must achieve at least 60 credits in their choice of Stage 2 subjects or courses.

Students wishing to apply for university entry must also meet some other requirements (see next page).

**Stage 2 Assessment**

At Stage 2, assessment will be 70% school-based, with the remainder assessed externally. Central moderation will confirm that school-based assessment levels are consistent with each subject’s performance standards.



### University and TAFE entry

Comprehensive information is available from the South Australian Tertiary Admissions Centre (SATAC) and is detailed in its booklet *Tertiary Entrance in South Australia and the Northern Territory 2019, 2020, 2021*, which is available online.

#### University entry

To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) a student must:

- qualify for the SACE
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 from a maximum of three attempts.

Students who intend applying to the University of Adelaide, Flinders University or the UniSA should check the bonus points scheme that is currently in place. Each of these universities offers bonus points for a range of Stage 2 subjects. Please check with the Career Counsellor or the university websites.

#### TAFE entry

Completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA's courses. TAFE also considers a variety of other qualifications in its entry and selection processes.

Minimum Entry Requirements differ according to the level of the TAFE course. Further information is available from the Career Counsellor.

### Vocational Education and Training

Students may undertake VET as part of the SACE. This provides them with the opportunity for contextual learning and enables them to gain a better understanding of the world of work while in the caring environment of the school. Students who are considering VET subjects should check that the scheduled class time does not clash with after-school commitments in other subjects, e.g. sport, drama, music.

VET provides a pathway to tertiary education. In Years 10-12 girls may undertake Certificate 3 VET courses which can contribute to their ATAR. The mark for a Certificate 3 is an aggregate of the marks for their four best scaled scores. Girls entering Year 12 with a completed Certificate 3 provide themselves with the buffer of an extra subject. The subject offering varies from year to year but may include Retail, Business, Hospitality, Event Management, Fitness and Childcare.

More information can be found on the website – [www.pathways.wilderness.com.au](http://www.pathways.wilderness.com.au)

### Careers Education

Guest speakers, university and TAFE visits and individual counselling sessions are arranged to help girls with decisions regarding subject choices and career pathways. The Career Counsellor and the Head of Senior School are available to assist with appropriate course choices and will interview every girl in Term 3.

# ACCOUNTING

|                      |                                    |                |    |
|----------------------|------------------------------------|----------------|----|
| <b>Subject</b>       | Stage 2 Accounting                 | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Business Enterprise and Technology |                |    |
| <b>Prerequisite</b>  | Nil                                |                |    |

The study of Accounting encompasses the successful management of financial affairs in business. It gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical and regulatory considerations that affect financial decision-making in contemporary society.

Students acquire knowledge and skills related to the accounting process for organisational and business applications. They understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision-making. They learn how to interpret the financial information of an accounting entity and how to convey this information to interested users.

Accounting enables students to participate effectively and responsibly in a changing social, legal and economic environment. Students develop skills in critical thinking, problem-solving and the use of information and communication technologies. These skills enable them to apply accounting information in financial decision-making. An understanding of accounting concepts in financial management and decision-making helps students to develop skills in and an appreciation of, active and responsible citizenship.

A student who completes a study of Stage 2 Accounting will be able to:

- identify various accounting entities and the main users of financial information
- recognise, understand, record, report and communicate financial information in a manner appropriate to the identified needs of the user
- understand and apply the process required to maintain financial information in order to report the results of business activity
- recognise that accounting concepts and standards determine the responsibilities and obligations of accounting entities to report financial information
- apply identified accounting concepts and standards to generate financial reports
- analyse and interpret financial and non-financial information for decision-making and problem-solving
- recognise that social, legal, regulatory and ethical issues both influence and are influenced by business and accounting decisions.

## Content

Stage 2 Accounting is a 20-credit subject. Students are required to study the following three sections

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

## Accounting cont'd

### Assessment

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

| <i>School-based Assessment</i> |   |     |
|--------------------------------|---|-----|
| Skills and Applications Tasks  | <p>Each skills and applications task (total of 8) will be based on unseen data and undertaken under timed, supervised conditions, to a maximum of 1 hour.</p> <p>Students solve accounting problems that may:</p> <ul style="list-style-type: none"><li>• be routine, analytical and/or interpretative</li><li>• be posed in familiar and unfamiliar contexts</li><li>• require the appropriate use of information and communication technologies.</li></ul> <p>Content of tasks will be from Sections 1 to 3</p> | 50% |
| Report                         | <p>Students undertake an analytical response to unseen data, such as financial statements, under timed, supervised conditions of no more than 1 hour in length.</p> <p>The report must include:</p> <ul style="list-style-type: none"><li>• clear headings and sections</li><li>• a brief introduction</li><li>• calculations, ratios, tables and graphs, as appropriate</li><li>• interpretation of financial information</li><li>• a conclusion.</li></ul>  | 20% |
| <i>External Assessment</i>     |   |     |
| Examination                    | <p>Students undertake a 2-hour external examination that consists of a range of problem questions, including short-answer and extended-response questions. Problem questions integrate knowledge, skills and understanding from all sections of the content, with a focus on the knowledge, skills, applications, analysis and interpretation involved in accounting practice.</p>  | 30% |



# BIOLOGY

|                      |   |                |    |
|----------------------|---|----------------|----|
| <b>Subject</b>       | Stage 2 Biology   | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Sciences  |                |    |
| <b>Prerequisites</b> | Successful completion of two semesters of Stage 1 Science. A 'B' grade or higher is recommended. No previous study of Stage 1 Biology is required but would be an advantage, as would completion of at least one semester of Stage 1 Chemistry. |                |    |

Stage 2 Biology focuses on the development of an understanding of the overarching principles of biology, such as the relationship between structure and function, the importance of regulation and control and the need for the exchange of materials and the transformation of energy. These principles, together with that of the continuity of life, involving adaptation and change, provide a framework within which students can explore aspects of biology from the microscopic to the macroscopic and make sense of the living world.

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understandings, which are organised into four topics.

Through their exploration of Science as a Human Endeavour, students increase their understanding of the complex ways in which science interacts with society. These understandings encompass Communication and collaboration, Development, Influence and Application and Limitations.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

## Content

Stage 2 Biology is organised around the following four topics:

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

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Investigations Folio           | 30%              |
| Skills and Applications Tasks  | 40%              |
| <i>External Assessment</i>     |                  |
| Examination                    | 30%              |

## Examination (2 hours)

Questions of different types cover all topics and science inquiry skills. Some questions may require students to integrate their knowledge from more than one topic and show understanding of science as a human endeavour. The examination will be marked by SACE externally.

# BUSINESS AND ENTERPRISE

|                      |                                     |                |    |
|----------------------|-------------------------------------|----------------|----|
| <b>Subject</b>       | Stage 2 Business and Enterprise     | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Business, Enterprise and Technology |                |    |
| <b>Prerequisites</b> | Nil                                 |                |    |

Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students learn about the interrelationship between business enterprise and technology and take a holistic approach to their impacts locally, nationally and globally.

Students develop an understanding of how the use of technology has created new and rapidly changing opportunities in many aspects of work and social living. They are able to appreciate how businesses influence local, regional, national and global systems and institutions in the construction and operation of economic, social, technological and environmental frameworks.

The focus capabilities for this subject are Communication, Citizenship, Work and Learning.

## Content

|                      |   |
|----------------------|---|
| <b>Core Topic</b>    | <b>The Business Environment:</b> <ul style="list-style-type: none"> <li>• Business in Australia</li> <li>• The Nature and Structure of Business</li> <li>• The Business Enterprise</li> </ul>   |
| <b>Option Topics</b> | <b>People, Business and Work:</b> <ul style="list-style-type: none"> <li>• The Nature of Work</li> <li>• Trends in the Australian Workplace</li> <li>• Business and Management</li> <li>• Human Resources</li> </ul>  |
|                      | <b>Business and Marketing:</b> <ul style="list-style-type: none"> <li>• The Nature and Role of Markets and Marketing</li> <li>• Elements of the Marketing Plan</li> <li>• Market Research</li> <li>• Developing Marketing Strategies</li> <li>• Ethical and Legal Aspects of Marketing</li> </ul> |

## Business and Enterprise cont'd

### Assessment

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

| <i>School-based Assessment</i> |  |     |
|--------------------------------|--|-----|
| <b>Folio</b>                   | At least one Core Topic Test and a combination of tasks including written reports, interviews and oral/multimedia presentations with four assessments in total.  | 30% |
| <b>Practical Task</b>          | <ul style="list-style-type: none"><li>One task of a practical nature e.g. design and deliver a marketing campaign incorporating social media and similar current trends (1500 words)</li></ul>   | 20% |
| <b>Issues Study</b>            | <ul style="list-style-type: none"><li>One 1500-word report investigating a current issue in the work or business environment</li><li>Students identify, select, analyse and evaluate primary and secondary sources of information about the trend/issue and make recommendations based on their findings</li></ul> | 20% |
| <i>External Assessment</i>     |  |     |
| <b>Report</b>                  | <ul style="list-style-type: none"><li>One Situation Analysis (2000 words)</li><li>Investigative Report based on a business of their choice</li></ul>   | 30% |

### Essential skills required to be successful in Year 12 Business and Enterprise

The following skills will be required to ensure students are able to demonstrate ability in the four capabilities of communication, citizenship, work and learning:

- Being prepared to read and remain up to date with current business issues
- Working in a timely manner as internal assessments count from Term 1 onwards
- Writing in a clear and concise manner and keeping to the word limits
- Being prepared to confidently conduct interviews with business owners, employees and other related business authorities
- Being assessed under test conditions in some assessment tasks
- Being able to use technology confidently to produce professional looking business reports
- Being able to critically evaluate the social, economic, ethical and environmental impacts of business practices.

# CHEMISTRY

|                      |   |                |    |
|----------------------|---|----------------|----|
| <b>Subject</b>       | Stage 2 Chemistry   | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Sciences  |                |    |
| <b>Prerequisites</b> | Successful completion of two semesters of Stage 1 Chemistry. A 'B' grade or higher is considered essential. |                |    |

Stage 2 Chemistry enables students to develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

The topics in Stage 2 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

## Content

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources.

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students.

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Investigations Folio           | 30%              |
| Skills and Applications Tasks  | 40%              |
| <i>External Assessment</i>     |                  |
| Examination                    | 30%              |

## Information on the External Assessment

### Examination (2 hours)

Questions of different types cover all topics and science inquiry skills. Some questions may require students to integrate their knowledge from more than one topic and show understanding of science as a human endeavour. The examination will be marked by SACE externally.

# CHINESE (Background Speakers)

## (Taught at the School of Languages)

|                      |   |                |    |
|----------------------|---|----------------|----|
| <b>Subject</b>       | Stage 2 Chinese (Background Speakers)               | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Languages   |                |    |
| <b>Prerequisite</b>  | Stage 1 Chinese (Background Speakers) or equivalent |                |    |

Background Speakers Chinese is designed for students who have a background in the language and who have had more than one year's education in a country where the language is spoken.

In this subject students develop intercultural communication skills through examining relationships between language, culture and identity and reflecting on the ways in which culture is created, expressed and communicated through language. They develop their capability to communicate, interact and negotiate meanings within and across languages and cultures. Students clarify, extend and develop their ideas and opinions on the prescribed themes and contemporary issues and reach reasoned conclusions through critical engagement with a diversity of sources and perspectives.

### Content

This course consists of the study of a number of prescribed contemporary issues related to 4 themes.

Themes:

- China and the World
- Modernisation and Social Change
- Overseas Chinese-speaking Communities
- Language in Use in Contemporary China

### Assessment

Assessment at Stage 2 Chinese at background speakers level consists of the following components, weighted as shown:

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Folio                          | 50%              |
| In-depth Study                 | 20%              |
| <i>External Assessment</i>     |                  |
| Examination (oral and written) | 30%              |

# CHINESE (Continuers)

|                      |  |                |    |
|----------------------|--|----------------|----|
| <b>Subject</b>       | Stage 2 Chinese (Continuers)               | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Languages                                  |                |    |
| <b>Prerequisite</b>  | Stage 1 Chinese (Continuers) or equivalent |                |    |

In this course students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs and values and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- interacting with others to exchange information, ideas, opinions and experiences in Chinese
- creating texts in Chinese for specific audiences, purposes and contexts to express information, feelings, ideas and opinions
- analysing a range of texts in Chinese to interpret meaning
- examining relationships between language, culture and identity and reflecting on the ways culture influences communication.

In Chinese (Continuers), students develop intercultural communication skills to communicate effectively and appropriately in a variety of contexts for a range of purposes.

## Content

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

Themes:

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

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Folio                          | 50%              |
| In-depth Study                 | 20%              |
| <i>External Assessment</i>     |                  |
| Examination (oral and written) | 30%              |

# DRAMA

|                      |  |                |    |
|----------------------|--|----------------|----|
| <b>Subject</b>       | Stage 2 Drama  | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Arts   |                |    |
| <b>Prerequisites</b> | Students who have studied Drama at Years 8, 9, 10 and SACE Stage 1 level and/or who have experience in the performing arts, either onstage or offstage, will be advantaged. However the SACE Board of SA demands no prerequisites for these courses. |                |    |

The course aims for Drama, as determined by the SACE Board of SA, are

- to develop the range of skills and knowledge that are needed to understand, interpret and present dramatic works
- to work onstage or offstage in a Group Performance
- to discuss and reflect on the process of developing this performance
- to visit live performance and critically discuss and appraise it
- to develop an understanding of the central role that Drama can play in the development and transmission of any culture and/or set of beliefs
- to undertake individual research and show creativity in its presentation.

## Content

Stage 2 Drama requires a student to complete four areas of study:

- Group Performance
- Written Folio – Review and Reflection
- Individual Interpretative Study
- Group Devised Presentation

## Approach

Methods of learning vary according to the interests and tasks of the group but will include:

- group discussion
- individual research
- writing essays, reviews and reports
- rehearsal and production
- attendance at relevant conferences, workshops and lectures
- attendance at live theatre and/or films.

## Assessment

| <i>School-based Assessment - moderated</i>  | <i>Weighting</i> |
|---|------------------|
| <b>Group Devised Presentation</b> – as part of a small group, each student will be part of a creative interpretation of the work of a dramatic innovator or play script. The result will be recorded on video.  | 20%              |
| <b>Written Folio</b> – each student must present 2 reviews (1000 words each) and a Report on the Group Performance (2000 words)   | 30%              |
| <b>Interpretive Study</b> – each student will explore in depth a specific play script or dramatic innovator. A student may take the role of actor, director or designer and respond in an appropriate way (e.g. essay, film, multi-media presentation). | 20%              |
| <i>External Assessment - examination</i>  |                  |
| <b>Group Performance</b> - Each student must present an onstage role (acting) or an offstage role (design, technical, stage management) in a public performance   | 30%              |

# ENGLISH

## (including English as an Additional Language Option)

|                      |                 |                |    |
|----------------------|-----------------|----------------|----|
| <b>Subject</b>       | Stage 2 English | <b>Credits</b> | 20 |
| <b>Learning Area</b> | English         |                |    |
| <b>Prerequisite</b>  | Stage 1 English |                |    |

In English (including EAL option) students analyse the interrelationship of author, text and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience and context is applied in students' own creation of imaginative, interpretive, analytical and persuasive texts that may be written, oral and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past and from Australian and other cultures.

The focus capabilities for this subject are:

- literacy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

### **SACE Literacy Requirement**

Students who complete 20 credits of Stage 2 English with a C- grade or better will meet the literacy requirement of the SACE.

### **Content**

The content includes:

- Responding to Texts
- Creating Texts

### **Evidence of Learning**

The following assessment types enable students to demonstrate their learning in Stage 2 English:

#### *School Assessment (70%)*

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

#### *External Assessment (30%)*

- Assessment Type 3: Comparative Analysis (30%)



## English cont'd

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

Students complete:

- three responses to texts
- four created texts (one of which is a writer's statement)
- one comparative analysis.

### EXTERNAL ASSESSMENT

#### Assessment Type 3: Comparative Analysis (30%)

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features and conventions in these texts are used to represent ideas, perspectives and/or aspects of culture and to influence audiences.

These texts can be selected from one or more of the following categories:

- extended texts
- poetry
- drama texts
- film texts
- media texts.

In completing their comparative analysis students may draw on learning from, but must not use, texts read or viewed in other parts of the assessment program. However, students may use texts that are similar in type and purpose.

The comparative analysis must be a product of independent study, but it is appropriate for teachers to advise and support students in choosing texts to compare. Students must not complete the comparative analysis as a shared exercise.

The comparative analysis should be a maximum of 2000 words.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- knowledge and understanding
- analysis
- application.

# ENGLISH LITERARY STUDIES

|                      |                                    |                |    |
|----------------------|------------------------------------|----------------|----|
| <b>Subject</b>       | Stage 2 English Literary Studies   | <b>Credits</b> | 20 |
| <b>Learning Area</b> | English                            |                |    |
| <b>Prerequisite</b>  | A grade average in Stage 1 English |                |    |

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

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

Students produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

## **SACE Literacy Requirement**

Students who complete 20 credits of Stage 2 English Literary Studies with a C- grade or better will meet the literacy requirement of the SACE.

The focus capabilities for this subject are:

- literacy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

## **Content**

Students undertake tasks within the following:

- Responding to Texts
- Creating Texts.

## **Responding to Texts**

Responding to Texts consists of:

- Shared Studies
- Comparative Text Study.

## English Literary Studies cont'd

### Shared Studies

Among the texts chosen for shared study there must be a:

- study of three texts
  - one extended prose text
  - one film text
  - one drama text
- study of poetry
- study of a range of short texts.

The shared studies must include the work of at least one Australian author. (The author may be a poet, playwright, prose writer or film director.)

### Comparative Text Study

This study involves the comparative study of two texts: one from the shared studies and the other independently chosen by the student.

### Creating Texts

The creating texts study focuses on:

- Transforming texts
- Creating a written, oral or multimodal text.

### Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 2 English Literary Studies:

#### *School Assessment (70%)*

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

#### *External Assessment (30%)*

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

Students provide evidence of their learning through up to nine assessments, including the external assessment component. Students complete:

- up to five responses to texts
- two created texts
- two tasks for the text study (one comparative text study and one critical reading).

### External Assessment

#### **Assessment Type 3: Text Study (30%)**

The external assessment is divided into two sections, Part A and Part B.

#### **Part A: Comparative Text Study (15%)**

A comparative text study that compares one of the texts studied in the shared studies with another text individually chosen by the student, in a response of a maximum of 1500 words. This response is a critical essay in which the two texts are discussed in relation to each other. Students frame their own question and develop their response during the year and submit the completed response for external assessment.

## **English Literary Studies cont'd**

### **Part B: Critical Reading (15%)**

A critical reading of one or more short texts. The short texts may be in a variety of forms (e.g. prose, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks).

The critical reading is a 90-minute examination developed by the SACE Board.

### **Examination (90 mins)**

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

# FRENCH (Continuers)

|                      |   |                |    |
|----------------------|---|----------------|----|
| <b>Subject</b>       | Stage 2 French (Continuers)               | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Languages                                 |                |    |
| <b>Prerequisite</b>  | Stage 1 French (Continuers) or equivalent |                |    |

In this course students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs and values and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding and skills by:

- interacting with others to exchange information, ideas, opinions and experiences in French
- creating texts in French for specific audiences, purposes and contexts to express information, feelings, ideas and opinions
- analysing a range of texts in French to interpret meaning
- examining relationships between language, culture and identity and reflecting on the ways culture influences communication.

In French (Continuers), students develop intercultural communication skills to communicate effectively and appropriately in a variety of contexts for a range of purposes.

## Content

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

Themes:

- The Individual
- French-speaking Communities
- The Changing World

## Assessment

Assessment at Stage 2 French continuers level consists of the following components, weighted as shown:

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Folio                          | 50%              |
| In-depth Study                 | 20%              |
| <i>External Assessment</i>     |                  |
| Examination (oral and written) | 30%              |

# GEOGRAPHY

|                      |                                |                |    |
|----------------------|--------------------------------|----------------|----|
| <b>Subject</b>       | Geography                      | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Humanities and Social Sciences |                |    |
| <b>Prerequisite</b>  | Nil                            |                |    |

Geography students will develop an understanding of how people interact with environments differently in different places and at different times and of the opportunities and challenges for, and constraints on, such interactions. Students develop an appreciation of the interdependencies of physical and human environments and an understanding of geographical differences. Students come to understand the interconnections between environmental and human systems.

Students of Geography identify patterns and trends and explore and analyse geographical relationships and interdependencies. To critically analyse located features, spatial arrangements and spatial relationships, students acquire and critically analyse field and other data using a range of field and spatial technology skills.

Students use spatial technologies to investigate contemporary issues and develop knowledge and skills that enable them to contribute to the sustainable use of the Earth's physical and human environments.

## Content

| Semester | Core Topics  |
|----------|--|
| 1        | <ul style="list-style-type: none"> <li>• Population Change</li> <li>• Ecosystems and People</li> <li>• Climate Change</li> </ul> |
| 2        | <ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Transforming Global Inequality</li> </ul>                      |

## Assessment

| <i>School-based Assessment</i>       | <i>Weighting</i> |
|--------------------------------------|------------------|
| Fieldwork                            | 30%              |
| Geographical Skills and Applications | 40%              |
| <i>External Assessment</i>           |                  |
| Examination                          | 30%              |

# LEGAL STUDIES

|                      |                                |                |    |
|----------------------|--------------------------------|----------------|----|
| <b>Subject</b>       | Legal Studies                  | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Humanities and Social Sciences |                |    |
| <b>Prerequisites</b> | Nil                            |                |    |

Legal Studies explores Australia's 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.

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:

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Folio                          | 50%              |
| Inquiry                        | 20%              |
| <i>External Assessment</i>     |                  |
| Examination                    | 30%              |

# ESSENTIAL MATHEMATICS

|                      |   |                |    |
|----------------------|---|----------------|----|
| <b>Subject</b>       | Stage 2 Essential Mathematics   | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Mathematics   |                |    |
| <b>Prerequisites</b> | A consistent 'A', 'B' or high 'C' grade in Year 11 Stage 1 General Mathematics or a consistent 'A' grade in Year 11 Essential Mathematics |                |    |

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

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

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

The capabilities for this subject are literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

## Content

Students study five of the topics listed below. However all students must study topics 2, 4 and 5.

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

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Skills and Applications Tasks  | 30%              |
| Folio                          | 40%              |
| <i>External Assessment</i>     |                  |
| Examination                    | 30%              |



# GENERAL MATHEMATICS

|                      |   |                |    |
|----------------------|---|----------------|----|
| <b>Subject</b>       | Stage 2 General Mathematics   | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Mathematics   |                |    |
| <b>Prerequisites</b> | A consistent high 'C' grade or above in assessments and examinations in Year 11 Stage 1 Mathematics or a consistent 'A' grade in Year 11 General Mathematics. |                |    |

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices.

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

The capabilities for this subject are literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

## Content

Students study five of the topics listed below. However all students must study topics 1, 3, 4 and 5.

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

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Skills and Applications Tasks  | 40%              |
| Mathematical Investigation     | 30%              |
| <i>External Assessment</i>     |                  |
| Examination                    | 30%              |

# MATHEMATICAL METHODS

|                      |   |                |    |
|----------------------|---|----------------|----|
| <b>Subject</b>       | Stage 2 Mathematical Methods  | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Mathematics   |                |    |
| <b>Prerequisites</b> | A consistent 'A' grade in Year 11 Stage 1 Mathematics (Specialist or Methods) in assessments and examinations |                |    |

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

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

The capabilities for this subject are literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

## Content

Stage 2 Mathematical Methods consists of the following six topics:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Introduction to Differential Calculus

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Skills and Applications Tasks  | 50%              |
| Mathematical Investigation     | 20%              |
| <i>External Assessment</i>     |                  |
| Examination                    | 30%              |

# SPECIALIST MATHEMATICS

|                      |   |                |    |
|----------------------|---|----------------|----|
| <b>Subject</b>       | Stage 2 Specialist Mathematics  | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Mathematics   |                |    |
| <b>Prerequisites</b> | A consistent 'A' grade in Year 11 Stage 1 Mathematics (Specialist and Methods) in assessments and examinations. |                |    |

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

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

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

The capabilities for this subject are literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

## Content

Stage 2 Specialist Mathematics consists of the following six topics:

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

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Skills and Applications Tasks  | 50%              |
| Mathematical Investigation     | 20%              |
| <i>External Assessment</i>     |                  |
| Examination                    | 30%              |

# MODERN HISTORY

|                      |                                |                |    |
|----------------------|--------------------------------|----------------|----|
| <b>Subject</b>       | Stage 2 History                | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Humanities and Social Sciences |                |    |
| <b>Prerequisites</b> | Nil                            |                |    |

History focuses on learning about important events, individuals and groups, concepts and themes in Modern History c1500 to the present. There is a focus on the nature of oppression and how people have responded to this in a number of case studies.

Students gain an understanding of historical concepts such as power and its distribution, the rulers and the ruled, the role of the individual in history, change and continuity and causation. They have the opportunity to reflect on the nature of the discipline of history and the work of historians in making History. Students explore how people in society treat each other, the influence of individuals on decision making, the influence and control of governments over individuals, who and which institutions make rules, who interprets them, who enforces the rules and who resists them. By gaining historical perspectives, students develop an understanding of how and why events happened in the past and how they, as citizens in society, have the ability to influence the future. Students are engaged in developing skills in critical analysis and inquiry through the examination of a range of historical sources.

The focus capabilities for this subject are Communication, Citizenship, Personal Development and Learning.

## Content

Topic 3 – Germany (1918-48):

- The road to dictatorship
- The Nazi State in peace and war

Topic 9 – National Self-Determination in South-East Asia (1945 →):

- Building national identity in Vietnam and Cambodia
- Impact of significant individuals, groups and movements
- Conflicts and revolution

## Assessment

Assessment at Stage 2 is school based and externally based.

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Historical Skills              | 50%              |
| Historical Study               | 20%              |
| <i>External Assessment</i>     |                  |
| Examination                    | 30%              |

# MUSIC

|                         |  |                |    |
|-------------------------|--|----------------|----|
| <b>Stage 2 Subjects</b> | Ensemble Performance (offline)   | <b>Credits</b> | 10 |
|                         | Musicianship (timetabled)  |                |    |
|                         | Music Individual Study (offline)   |                |    |
|                         | Performance Special Study (offline)  |                |    |
|                         | Solo Performance (offline)   |                |    |
| <b>Learning Area</b>    | Arts   |                |    |
| <b>Prerequisite</b>     | For any SACE Stage 2 subject interview/negotiation with the Head of Music is required before enrolling in the course |                |    |

Stage 2 Music subjects may be undertaken as one or more 10 credit subjects. Some of these Stage 2 subjects may be taken offline, but Musicianship cannot.

Through the study of Music, students have the opportunity to engage in musical activities such as performing, composing, arranging and researching. 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.

## ENSEMBLE PERFORMANCE

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. 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).

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| First Performance              | 30%              |
| Second Performance             | 40%              |
| <i>External Assessment</i>     |                  |
| Final Performance              | 30%              |

## Music cont'd

### MUSICIANSHIP (online subject)

**Prerequisite:** A standard of Grade 4 AMEB theory. This course may be undertaken following consultation with the Head of Music.

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.

### Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Skills Development             | 30%              |
| Arrangement                    | 40%              |
| <i>External Assessment</i>     |                  |
| Examination                    | 30%              |

### MUSIC INDIVIDUAL STUDY

This 10 credit subject allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study or recreation. The ability to work independently is essential. 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
- Community
- Musical Instrument
- Music and Cultures
- Music Industry

### Assessment

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Folio                          | 30%              |
| Product                        | 40%              |
| <i>External Assessment</i>     |                  |
| Report                         | 30%              |

## Music cont'd

### PERFORMANCE SPECIAL STUDY

This 10 credit subject gives instrumentalists and vocalists the opportunity to address the technical and musical demands of performing an approved work in public. Students may perform as a soloist or as a member of a chamber ensemble (one performer per part).

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

The subject consists of two areas of study:

- Part 1: Performance of an Approved Work
- Part 2: Commentary.

### Assessment

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| First Performance              | 20%              |
| Second Performance             | 30%              |
| Commentary                     | 20%              |
| <i>External Assessment</i>     |                  |
| Final Performance              | 30%              |

### SOLO PERFORMANCE

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 prepare and present public performances.

### Assessment

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| First Performance              | 30%              |
| Second Performance             | 40%              |
| <i>External Assessment</i>     |                  |
| Final Performance              | 30%              |

# PHYSICAL EDUCATION

|                      |                               |                |    |
|----------------------|-------------------------------|----------------|----|
| <b>Subject</b>       | Stage 2 Physical Education    | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Health and Physical Education |                |    |

In Stage 2 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. They explore their own physical capacities and analyse performance, health and lifestyle issues. Students develop skills in communication, investigation and the ability to apply knowledge to practical situations.

Students who choose Year 12 Physical Education generally have a strong interest in areas of exercise physiology, health science, sports nutrition, physiotherapy, chiropractic, occupational therapy, sports science, coaching or teaching.

## Content

|                                    |  |
|------------------------------------|--|
| <b>Core Topics</b>                 |  |
| Practical (three of the following) | <ul style="list-style-type: none"> <li>• Touch Football</li> <li>• Netball</li> <li>• Lawn Bowls</li> <li>• Team Handball</li> <li>• Korfball</li> <li>• Badminton</li> <li>• Kayaking</li> </ul> <p>See SACE website for a full list of approved practicals</p> |
| Folio/Theory                       | <ul style="list-style-type: none"> <li>• Exercise physiology and physical activity</li> <li>• The acquisition of skills and the biomechanics of movement</li> <li>• Issues analysis</li> </ul>   |
| Exam                               | <ul style="list-style-type: none"> <li>• 2 hour exam set by the SACE Board of South Australia</li> </ul>   |

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Practical                      | 50%              |
| Folio                          | 20%              |
| <i>External Assessment</i>     |                  |
| Examination                    | 30%              |

The Physical Education subject outline includes performance standards which describe levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject.



# PHYSICS

|                      |   |                |    |
|----------------------|---|----------------|----|
| <b>Subject</b>       | Stage 2 Physics   | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Sciences  |                |    |
| <b>Prerequisites</b> | Successful completion of two semesters of Stage 1 Physics at 'B' grade or higher is considered essential. |                |    |

The study of Physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos and to make predictions about them. The models, laws and theories in physics are based on evidence obtained from observations, measurements and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies and innovations.

The topics in Stage 2 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

## Content

The topics for Stage 2 Physics are:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms.

Students study all three topics. The topics can be sequenced and structured to suit individual groups of students.

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Investigations Folio           | 30%              |
| Skills and Applications Tasks  | 40%              |
| <i>External Assessment</i>     |                  |
| Examination                    | 30%              |

### Examination (2 hours)

Questions of different types cover all topics and science inquiry skills. Some questions may require students to integrate their knowledge from more than one topic and show understanding of science as a human endeavour. The examination will be marked by SACE externally.

# PSYCHOLOGY

|                      |   |                |    |
|----------------------|---|----------------|----|
| <b>Subject</b>       | Stage 2 Psychology  | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Sciences  |                |    |
| <b>Prerequisites</b> | Successful completion of two semesters of Stage 1 Science at 'B' grade or higher is recommended. No previous study of Stage 1 Psychology is required but would be an advantage. |                |    |

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 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

For this 20-credit subject *all* topics must be studied.

## Topics

- Introduction to Psychology (compulsory)
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Investigations Folio           | 30%              |
| Skills and Applications Tasks  | 40%              |
| <i>External Assessment</i>     |                  |
| Examination                    | 30%              |

## Examination (2 hours)

For the 20-credit subject students undertake a 2-hour external examination. The examination consists of short-answer and extended-response questions.

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

# SOCIETY AND CULTURE

|                      |                                |                |    |
|----------------------|--------------------------------|----------------|----|
| <b>Subject</b>       | Stage 2 Society and Culture    | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Humanities and Social Sciences |                |    |
| <b>Prerequisites</b> | Nil                            |                |    |

In Society and Culture students explore and analyse the interactions of people, societies and cultures. 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. 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.

The focus capabilities for this subject are Communication, Citizenship, Personal Development and Learning.

## Content

- *The material world*: students will explore the idea of materialism, the impact of material possessions on society and the change in cultural artefacts over time. They will also examine the power of the media and how it both reflects and shapes our cultural beliefs and values regarding women.
- *People and the environment*: students will explore ways in which our society and our culture are contributing to climate change and consider ways that this can be changed. We will look especially at waste in our world and how our diet impacts on the environment.
- *A question of rights*: students will explore the idea of human rights. They will investigate asylum seeker and refugee policies in Australia and examine these from a variety of different perspectives.

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Folio                          | 50%              |
| Interaction                    | 20%              |
| <i>External Assessment</i>     |                  |
| Investigation                  | 30%              |

# VISUAL ARTS - ART

|                      |                           |                |    |
|----------------------|---------------------------|----------------|----|
| <b>Subject</b>       | Stage 2 Visual Arts - Art | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Arts                      |                |    |
| <b>Prerequisites</b> | Stage 1 Visual Arts - Art |                |    |

In Visual Arts students express their ideas through practical work leading to resolved art works.

Students have the opportunity to develop ideas and skills in working with a variety of media. These may include drawing, printmaking, painting, sculpture, film making, mixed media and digital imaging.

Students research, understand and reflect upon art works in their cultural and historical contexts through analysis and investigation. They communicate knowledge and understanding of their own and other practitioners' visual art work(s).

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.

The focus capabilities for this subject are Communication and Personal Development.

## Content

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

## Assessment

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

| <i>School-based Assessment</i> | <i>Weighting</i> |
|--------------------------------|------------------|
| Folio                          | 30%              |
| Practical                      | 40%              |
| <i>External Assessment</i>     |                  |
| Visual Study                   | 30%              |

### *School-based Assessment*

Students complete two major practical art works, each accompanied by a practitioner's statement, with visual learning and developmental work documented in their folio. Students start with research and exploration of media, techniques and art processes in order to initiate ideas and to conceive and develop direction toward resolved art works. Through the process students develop knowledge and understanding of their own work.

### *External Assessment*

Students produce one Visual Study for external assessment. This is an exploration of one or more Art styles, ideas, materials and media, techniques or technologies. Students base this exploration and experimentation on the critical analysis of the work of other practitioners through individual research and the development of visual thinking and/or technical skills. Evidence of this work will take the form of a maximum of 20 A3 pages or equivalent as well as an integrated maximum of 2000 words of relevant written text of an analytical nature.

# WORKPLACE PRACTICES

|                      |                                     |                |    |
|----------------------|-------------------------------------|----------------|----|
| <b>Subject</b>       | Stage 2 Workplace Practices         | <b>Credits</b> | 20 |
| <b>Learning Area</b> | Business, Enterprise and Technology |                |    |
| <b>Prerequisites</b> | Nil                                 |                |    |

In Workplace Practices students develop knowledge, skills and understanding about the nature of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, local, national and global issues in an industry and workplace context. Throughout the course students are encouraged to focus on a vocation or job role of preference and to develop a firm grasp of contemporary theory relating to career development. Students undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations.

The focus capabilities for this subject are Personal Development, Work and Learning.

## Content

| Semester | Core Topics  |
|----------|--|
| 1        | <i>Industry and Work Knowledge folio topics</i><br>Topic 1: The Changing Nature of Work<br>Topic 2: Industrial Relations<br>Topic 3: Finding Employment<br>Reflection 1<br>Vocational learning (60 hours of work placement)<br>or VET course |
| 2        | Issues Investigation<br>Reflection 2   |

## Assessment

Assessment at Stage 2 is based in school and vocational settings.

Students undertake learning through:

- Folio topics 1, 2 and 3 (submitting an essay for each topic) – 25%
- Vocational learning through a 50-60 hours work placement – 25%
- Issues investigation – 30%
- Reflection 1 and Reflection 2 – 20%

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