Introduction

Subjects – 2014
This booklet contains all the subjects intending to be offered at Samaritan College at Stage 2 (Year 12) in 2014.

Some subjects are not currently run in 2013 but may be offered in 2014 if student numbers are sufficient (for example, Tourism and Economics)

All subjects, aside from University prerequisite subjects, are dependent on having sufficient student enrolments in order to be offered in 2014. University prerequisite subjects include Physics, Chemistry, Mathematical Methods, Mathematical Studies and Specialist Maths. These subjects will be offered regardless of numbers.

All subjects, however, are dependent on securing suitably qualified staff to teach the subject. The list in this booklet is what the College intends to offer in 2014.

Our booklet makes comment about how Samaritan College specifically delivers Stage 2. This may be different at other schools.

Choosing your subjects
This booklet is only one of the many methods that students and their parents should use to choose subjects for 2014. The teacher of the subject is the best source of information and the information in this booklet is designed to complement any advice from the teacher.

Our booklet should be read in conjunction with the SATAC Tertiary Entrance Guide (the small purple booklet). What you choose now may impact on what you can do in 2014 and beyond.
Contents

Accounting
Biology
Business and Enterprise
Chemistry
Commercial Cookery (VET)
Community Studies
Creative Arts
Drama
Early Childhood Studies
Economics
English Communications
English Studies
Food and Hospitality
Geography
Information Processing and Publishing
Information Technology
Integrated Learning – Social Justice
Integrated Learning – Sports Studies
Italian Continuers
Japanese Continuers
Legal Studies
Material Products - Woodwork
Mathematical Applications
Mathematical Studies
Mathematical Pathways
Modern History
Music – Ensemble Performance (10 credits)
Music Individual Study (10 credits)
Musicianship (10 credits)
Music – Solo Performance (10 credits)
Physical Education
Physics
Psychology
Religion Studies
Scientific Studies
Scientific Studies – Health Science
Society and Culture
Specialist Mathematics
Tourism
Visual Arts – Art
Visual Arts – Design

FAQs and Special Advice

Stage 2 Subject Information 2014
FAQs and Special Advice:

You do need to ‘look ahead’ in order to choose wisely at Stage 2. You may need to look at the ‘highest’ level course you are interested in doing after school and work back from there. It is preferable and desirable that students choose subjects at Year 12 that they did at Year 11. This isn’t compulsory, and in many cases students can do very well at a new subject in Year 12, but it can be helpful to think of Year 11 and 12 being one continuous grade spread over 2 years.

An ATAR (Australian Tertiary Admission Rank) is the ‘score’ used to determine university offers. It is determined by SATAC (South Australian Tertiary Admissions Centre).

A TAS (Tertiary Admission Subject) is a Stage 2 subject that ‘counts’ towards an ATAR. Most subjects at Stage 2 are TAS. Exceptions include:

- Community Studies
- VET
- Research Project A
- Modified subjects

These subjects do not contribute to a student’s ATAR. They will, however, count towards their SACE.

Is getting an ATAR and completing the SACE the same thing?

No - getting an ATAR is slightly more complex than completing SACE and is only for those students wishing to enrol in university straight after Year 12. But without your SACE, you cannot get an ATAR.

Is TAFE entry the same as Uni entry?

No, but it is similar. Depending on the level of TAFE course i.e. Cert III requires more rigour than Cert I or II, students still need to meet the MER (Minimum Entry Requirement) and TAS subjects still need to be attempted. The higher your score, the more likely you are to get your place at TAFE. To apply for most TAFE courses, you still must apply through SATAC. There are, however, other training organisations that offer the equivalent of a TAFE course.

Pages 26 – 27 of the SACE magazine (Achieve) outline the specific uni and TAFE entry requirements

Assumed Knowledge and Prerequisites at University

Some uni courses require you to study certain subjects at Year 12. These are outlined on pages 16 – 41 of the SATAC guide. Normally it is only Engineering/Science courses that require a combination of either Physics, Chemistry, Maths Methods, Maths Studies and Specialist Maths. If a subject is a university prerequisite it means you can’t even apply unless you have studied that subject at Year 12. Also bear in
mind that some Music and Art courses at uni need special entry applications. ‘Assumed knowledge’ it means you do not have to have studied it at Year 12 but the Uni will assume you have or that you have a very good understanding of it. Different unis have different requirements. The SATAC book only includes information about Uni of Adelaide, UniSA, Flinders and Charles Darwin Uni.

**Can you do any combination of subjects?**
To complete your SACE, basically you can do any combination of subjects. To get an ATAR, however, you do need to check the SATAC booklet (pp. 16 - 41) to see if they allow too much of the same type of subject to be done. For example, you cannot study two English subjects at year 12. You can do 4 lots of 10 credits Music or 40 credits of Mathematics.

**All subjects needed for an ATAR need to be studied for the whole year at Stage 2**
All Samaritan subjects are 20 credits, except for Music subjects, which are taken as 10 credit subjects (half year) and joined with other 10 credit Music subjects. For a 10 credit Music subject to count toward an ATAR, it must be paired with another 10 credit Music subject.

**Bonus points**
These are offered by individual universities and play no part in calculating a student’s raw score at the end of Year 12. It is added to the students’ raw/aggregate score, not their ATAR. Their ATAR is then recalculated from the ‘new’ aggregate score. This is only done if a student has applied to a course at the uni where the bonus points apply. Bonus points do not contribute to SACE completion.

**VET studies**
Only VET studies at a high level i.e. Cert III and above, can be counted toward a student’s ATAR. It is not expected that a student studying at a Cert III level or higher and completing a range of full year subjects at school at the same time would be applying to attend university in 2013 in the usual manner. There are alternatives for students to move from TAFE to Uni.

**Research Project (RP)**
This is compulsory and a C grade or better must be achieved for a student to get their SACE. Students also have the option of count their RP toward their ATAR but this requires further work from the student over and above the usual work for an RP.
**General information:** The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. They develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

**Content:** Students study the following three sections:

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

**Assessments:**

*School-based Assessment*
- Skills and Applications Tasks - 50%
- Report - 20%

*External Assessment*
- Examination - 30%

**Special Information:** Students undertake a 2-hour examination. The exam includes a range of problem solving questions, including short-answer and extended-response questions. Problem questions integrate the key skills, knowledge, applications, analysis, and interpretation involved in accounting practice. The exam will be marked by external assessors with reference to the performance standards.

**Prerequisites:** Nil

**Preferred prerequisites:** It is recommended that students complete stage 1 Accounting, and/or have a keen interest in the finances of business and enterprise.

*For more information – see Mr Shaughnessy*
Visual Arts – Art
Visual Arts - Design
Stage: 2

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

Content: N/A – All personal choice

Assessments:
The following assessment types enable students to demonstrate their learning in Stage 2 Visual Arts:

School-based Assessment (70%)
Assessment Type 1: Folio - (40%)
Students produce one folio that documents their visual learning, in support of their two or three works of art or design. The folio should include visual, practical, written, and/or oral forms of evidence. Written evidence may include, for example, notes, annotations, analytical reports, and/or a structured essay.
Assessment Type 2: Practical – (30%)
All practicals are resolved from visual thinking and learning documented in the folio. The practical assessment consists of two parts - art or design practical work and the practitioner’s statement. Students produce two or three practicals, one or two (but no more than two) of which must be resolved works. Art practicals include film, digital imaging, painting, drawing, sculpture and/or textiles. Design practicals may be categorised in the broad areas of product design, environmental design, graphic design, or visual communication.

External Assessment - (30%)
Assessment Type 3: Visual Study (30%). A visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, or technologies. Students base their exploration and/or experimentation on critical analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present their findings, conclusions and insights.

Special Information: No exams. There is a Year 12 Art Camp to Adelaide to view the SACE Art Show. This generally occurs at the end of Term 1 or the very start of Term 2 and costs around $170.

Prerequisites: None

Preferred prerequisites: At least one semester of Stage 1 Art or Design is highly recommended.

For more information – see Ms Hopkins
**General information:** Students study the structure and function of living things and how these living things interact with other members of their own species, with other species, and with their environments. Students learn about the cellular and overall structures and functions of a range of organisms, such as how those organisms gain nutrition and reproduce. Students debate about how biology impacts on our lives, society, and the environment.

**Content:**

The Stage 2 Biology subject outline is organised around the following four themes:

- **Macromolecules:** This theme covers the structure and function of organic macromolecules found in living things.
- **Cells:** This theme covers the structure and function of cells in both unicellular and multi-cellular organisms.
- **Organisms:** This theme covers the structure and function of organisms (usually the human body).
- **Ecosystems:** This theme covers interactions between organisms, and the non-living environment, with a strong emphasis on the evolutionary perspective.

**Assessments:**

School-based Assessment (70%)

- **Assessment Type 1:** Investigations Folio (40%)
  - Practical Investigation – Students formulate hypotheses, design and conduct an investigation, identify variables, collect, analyse, and interpret data, evaluate results, draw conclusions, and communicate their findings.
  - Issues Investigation - Students undertake at least one issues investigation, in which they will formulate a question, gather information from different sources, identify and discuss at least two different points of view, analyse their findings, critically evaluate the evidence, and develop and explain their own conclusions from the investigation.
- **Assessment Type 2:** Skills and Applications Tasks (30%)
  - Tests and Oral Presentations - Students undertake 4 skills and applications tasks under the direct teacher supervision.

External Assessment (30%)

Assessment Type 3: Examination – 3 Hours.

**Prerequisites:** none

**Preferred prerequisites:** It is preferred that students have studied and passed successfully a full year of Stage 1 Biology, however, it is not a prerequisite for this course. Whilst there is a practical component to this subject, students need to be prepared to write essays and practical reports up to 1500 words several times in the year and will be required to complete two 3 hour school based exams, as well as, the external 3 hour exam.

*For more information – see Mrs Ernesti*
General information: Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices.

Content:

In Business and Enterprise all schools undertake the Core Topic and two Option Topics (chosen by teacher).

Core Topic: The Business Environment

Option Topics:
- People Business and Work
- Business and the Global Environment*
- Business and Finance
- Business, Law and Government
- Business and Technology
- Business and Marketing*
- Business Research Task/ Practical Application

*Those options likely to be undertaken

Assessments:

School-based Assessment (70%)
- Assessment Type 1: Folio (30%) 4 tasks (at least 1 from Core Topic) e.g. tests, reports, extended writing.
- Assessment Type 2: Practical (20%) 2 tasks (one from each Option Topics) 1000 words max e.g running a business, producing a business plan, creating a web page
- Assessment Type 3: Issues Study (20%) 1 task 2000 words max i.e. written report

External Assessment (30%)
- Assessment Type 4: Report (30%). 1 task 2000 words max e.g Situation analysis or Enterprise Report

Prerequisites: None

Preferred prerequisites: Have undertaken Business Studies or Commerce previously.

For more information – see Mr Shaughnessy
General information: Students will use chemistry to explore and explain their experiences of phenomena around them. They will be offered opportunities to consider the use that human beings make of the planet’s resources and the impact of human activities on the environment. Students will learn more about how reactions occur, analytical techniques and calculations, and they will develop a broader knowledge of Organic Chemistry and organic reactions.

Content:
Topic 1: Elemental and Environmental Chemistry
Topic 2: Analytical Techniques
Topic 3: Using and Controlling Reactions
Topic 4: Organic and Biological Chemistry
Topic 5: Materials

Assessments:
School-based Assessment:
- Skills and Applications Tasks (worth 30%) includes - tests at the end of each chapter; written/oral assignments
- Investigations Folio (worth 40%) includes - at least 3 formal practical investigation reports; an Issues Investigation in which they inquire into a given issue of social or environmental relevance to chemistry

External Assessment:
- Examination (worth 30%) - students undertake one 3-hour written examination in which they are assessed on their knowledge and understanding of the key ideas and the intended student learning in the five topics and the investigation skills.

Special Information: A 3 hour school-based exam will be set at the end of the first semester. This is not part of the final grade.

Prerequisites: Competent completion of Stage 1 Chemistry (at least a C grade)

Preferred prerequisites: Enjoys Chemistry and has competent writing ability.

For more information – see Mrs Boden
Commercial Cookery (VET)
Stage 2

**General Information:** Students complete a range of nationally accredited Hospitality units delivered in a commercial kitchen. To complete the units the students must spend time in workplaces in a professional environment. The units delivered are a continuation on from Stage 1 Kitchen Operations, aiming to attain units towards a Certificate III in Hospitality.

**Content:** Units can include (these may change):
- Prepare sandwiches
- Following health, safety and security
- Use basic methods of cooking
- Following workplace hygiene procedures
- Serve food and beverages to customers
- Clean and maintain kitchen
- Process financial transactions
- Presenting Food
- Working with colleagues and customers
- Prepare, cook and serve food
- Develop and update hospitality knowledge
- Prepare appetisers and salads
- Work in a socially diverse environment

**Assessment:** Students need to show they are competent in each aspect of the units they undertake. This is normally done through practical assessments but students are also required to prepare recipes, menus and other items that may require research and written work. Students are assessed by a qualified assessor and can be assessed while on workplacement.

**Special Information:** Being a VET qualification, students will be required to work out of school hours at various workplaces which includes the College’s Restaurant and local hotels and restaurants. Students need to have a genuine interest in Cookery and would consider a career as a chef.

Students’ SACE units are based on how many units of competency they achieve from the Cert III package of Hospitality. Students need to complete and pass at least 140 hours in order to gain 20 SACE credits (equivalent of one regular subject) at Stage 2 level.

This subject does not contribute to the students ATAR and therefore does not contribute to University entry.

**Preferred Prerequisites:** Stage 1 Kitchen Operations

*For more information – see Miss Hannon*
**General information:** Community Studies is a Flexible Learning Program that allows students to undertake independent projects, or for activities that are undertaken within the community to be acknowledged through their Certificate of Education. The learning the student wishes to undertake is outlined through a Contract of Work, and successful completion of this subject requires all aspects of learning outlined within the Contract to be demonstrated through a Folio of Evidence.

**Content:** Students can complete either a 10 or 20 Credit Contract of Work in each of the following areas:

- Arts and the Community
- Communication and the Community
- Environment and the Community
- Health, Recreation, and the Community
- Technology and the Community
- Business and the Community
- Design, Construction, and the Community
- Foods and the Community
- Science and the Community
- Work and the Community

As part of their program of learning, students may undertake a Community Activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity.

**Assessments:** Students are assessed on the following 4 components within this subject:

- Contract of Work
- Folio
- Community Activity
- Reflection (externally assessed)

Students are assessed from A-E within each of the above components. Learning is demonstrated by the compilation of the above components within their Folio of Evidence.

**Special Information:** Students may undertake Community Projects which may incur a cost to parents. Such projects may include designing a specialised training program which requires membership at a local gym. There are many options for Community Projects which will not incur a cost.

**Prerequisites:** There are no pre-requisites for this subject.

**Preferred prerequisites:** Students must be able to demonstrate skills in negotiation and independent learning to achieve at a high standard within this subject. Successful completion of the PLP may enable students to better determine an appropriate Community Activity which best compliments their learning style.

**Note:** achievement in Community Studies can not contribute to an ATAR.

*For more information – see Mr Baker*
General information: Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Content: Stage 2 Creative Arts is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject.

Assessments:
Product – 50%
Develop and present two creative arts products. One product may be experimental and used to prepare for the other product, or the products may be unrelated and enable students to explore and develop different knowledge, skills, and understanding.

Investigation – 20%
Students undertake two investigations to a maximum of 1000 words each if written or a maximum of 6 minutes each for an oral presentation, or the equivalent in multimodal form; or one investigation to a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form. Students investigate an area of creative arts practice that is of interest to them, or that is closely connected to their creative arts products.

Practical Skills – 30%
In consultation with the teacher, students identify one or more skills focus areas to explore. The skills focus may be inspired by the work of other practitioners.

Special Information:
Predominantly practical-based subject. Will require excursions, interviews with key mentors, etc.
No written examinations

Preferred prerequisites: None

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

Content: Stage 2 Drama can be taken as a 10 or 20 credit subject. Students will focus on Review and Reflection, Interpretative Study, Presentation of Dramatic Works, Group Analysis and Creative Interpretation.

Assessments:

Group Presentation – 20%
- Students to work together to create a live performance, workshop, tutorial, or film and a record of evidence

Folio – 30%
- Production Report
- 2 reviews

Interpretative Study – 20%
- Students to investigate and respond to a play-script as a director, actor, or designer

Performance – 30%
- Students to participate in a group or individual performance

Special Information: Possible excursion to Adelaide during festival month to see multiple plays and performances of different styles (time permitted). No written examinations.

Prerequisites: None

Preferred prerequisites: Studying Drama at Stage 1 is helpful but not compulsory

For more information – see Miss Howard
**General information:** 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 factors that influence the growth and development of children. This subject enables students to develop a variety of research, team work and practical skills.

**Content:** There are five areas of study in Stage 2 Child Studies, as described below.
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences

**Assessments:**

School-based Assessment (70%)
- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)

External Assessment (30%)
- Assessment Type 3: Investigation (30%).

Students should provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:
- four practical activities (two with an action plan that informs the practical task/product and two with a research focus that informs the practical task/production)
- two group activities
  (written components are usually 1,000 words)
- one investigation (2,000 words)

**Special Information:** Students may incur extra material costs to complete practical assignments. No exam. This subject is not a prerequisite to any childcare or teaching course at University or TAFE.

**Prerequisites:** none

**Preferred prerequisites:** No previous experience in Child Studies is needed at Stage 2, but students need to be prepared to work with young children, to work in a group and to carry out an investigation over a prolonged period of time.

*For more information – see Mrs Duffield*
General information: Economics provides students with concepts, models, and skills to analyse and predict the workings of an economic system and to evaluate the impact of interdependence at local, national, and global levels. Knowledge of economics helps students assess when markets are best able to serve the public interest and when collective or government action is necessary. The study of Economics helps students make better choices as consumers of goods and services, as contributors to the economy, and as well-informed citizens.

Content: Students study 5 Key Areas:
- The Economic Problem (human needs and wants and how to meet them with limited resources)
- Microeconomics (how prices are determined and different types of markets)
- Macroeconomics (unemployment, inflation, Economic growth, foreign debt, govt. policies)
- Globalisation
- Poverty and Inequality

Assessments:

School-based Assessment (70%) 8 tasks
- Assessment Type 1: Folio (30%) (Tests, Response to Stimuli, Short Answer Questions)
- Assessment Type 2: Skills and Applications Tasks (40%) (Case Studies, Media Studies, Reports)

External Assessment (30%)
- Assessment Type 3: Examination (30%) - 2 hours

Prerequisites: None

Preferred prerequisites: There are no preferred prerequisites but an interest in Economics would be seen as an advantage.

For more information – see Mr Shaughnessy
General information: Students explore and develop English skills, strategies, knowledge and understanding, for a variety of purposes. Students read and view, listen and speak, write and compose, and use information and communication technologies for a range of purposes. We focus on language as a communicative tool.

Content: In English Communications we essentially look at the relationship between audience, purpose and form in a range of texts. This involves both the reading and creating of texts and this underpins the course which is essentially divided into four areas:

1. Text study
2. Text production
3. Communication study
4. Folio Production

Assessments:
Text Analysis – 20%
Students will need to produce two written responses and one oral response.

Text Production – 20%
Students create three texts, one of which is composed under supervision without teacher assistance.

Communication Study – 30%
Students complete a practical application (usually examining advertisements) and a comparison of two examples of communication.

Folio – 30%
This will comprise a written text, accompanied by a writer’s statement and a response to an example of communication. This will be externally assessed.

Special Information: You cannot choose both English Communications AND English Studies.

Preferred prerequisites:
Students should have completed Stage 1 English.

For more information – see Mrs Ryan, Mrs van Niekerk or Mrs Kane
General information: This subject focuses on literature. It offers students an opportunity to interact with some extraordinary stories that have withstood the test of time. Students will extend their ability to present a reasoned critical argument and write with eloquence.

Content:
Study of text
We consider the author and why he or she created the text and what messages can be derived from it. There is a strong focus on the techniques used by the author to do this. We study plays, novels, films and poetry.

Text Production
The text production study allows students to develop and demonstrate creativity and to use language for a range of purposes. This tends to be spaced out over the year and not in one large block. It is often a welcome avenue for creative relief when faced with copious amounts of analysis.

Assessments:
- Shared Studies (30%) - Students respond to the texts studied in an analytical way, most commonly in the form of an essay. There will be several tasks in this section and by completing the tasks students prepare themselves for the end of year examination.
- Text Production (20%) - Students create texts, both written and oral, for a variety of purposes.
- Individual Study (20%) - Students select two texts that are linked in some way and analyse them. A formal critical essay is presented (1500 – 2000 words) as well as a supporting study (material that demonstrates the student as the author of the essay – charting the progress and ideas of the student)
- Examination (30%) - There is an end of year examination which is externally assessed. In this exam students are expected to complete a critical reading of a shorter text and write two essays on the shared studies.

Special Information: There is a 3 hour exam for this subject. You cannot choose both English Communications AND English Studies.

Preferred prerequisites: It is preferred that students have successfully completed the pre-Studies Stage 1 English course.

For more information – see Mrs Kane
Food and Hospitality
Stage 2

General information: 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 hospitality industry and the influences of economic, environmental, legal, political, socio cultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

Content: Students concentrate on various topics, specifically focusing on the regional food and hospitality industry in relation to the global industry, demonstrating knowledge of the 5 key areas of study.

Assessments: Assessment is broken into 2 sections:

School-based Assessment (70%):
- 1 – 2 Group Activities - 20%
- 4-6 Practical Activities - 50%
- Each practical and group activity consists of an action plan or research task, practical application and individual evaluation

External Assessment (30%):
- 2000 word Investigation on a relevant contemporary issue within the hospitality industry that will be completed over the entire year.

It should be expected that 7-9 Assessment tasks may be involved in a 20 Credit course.

Special Information: Students may be required to participate in activities outside school hours, both within the school and in the wider community. This subject does not provide any nationally accredited Commercial Cookery units of training.

Prerequisites: This subject has no prerequisites, however basic kitchen knowledge is recommended.

Preferred prerequisites: It would be beneficial for students to have completed Home Economics or Food and Nutrition in Years 8, 9, 10 and 11, however it is not required.

For more info – see Miss Hannon
**Geography**

**Stage 2**

**General information:** The discipline of Geography deals with environmental phenomena and human activities as diverse as natural hazard, landforms, tourism, economic development, agriculture and urban planning. Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently and in different places and at different times, and the opportunities, challenges and constraints of different locations.

**Content:** Stage 2 consists of a compulsory core topic and two option topics:
- **CORE TOPIC:** Population, Resources, and Development
- **OPTION TOPICS:** Students will study issues related to two of the following topics, depending on the interests of the teacher and/or students:
  - Option Topic 1: Urbanisation
  - Option Topic 2: Rural Places
  - Option Topic 3: Tourism
  - Option Topic 4: Sources of Energy
  - Option Topic 5: Coasts
  - Option Topic 6: Biodiversity
  - Option Topic 7: Climate Change
  - Option Topic 8: Soils
  - Option Topic 9: Environmental hazards
  - Option Topic 10: Globalisation
  - Option Topic 11: Drylands
  - Option Topic 12: Negotiated Topic

**Assessment:**

School-based Assessment – 70%
- Fieldwork – allowing students to explore an idea or issue by conducting real fieldwork
- Inquiry – allowing students to research and report on a geographical issue of value and interest to them
- Folio – consisting of essays, oral presentations, mapping, multimedia presentations, broadsheet production and reports on areas relevant to population, resources and development

External Assessment – 30%
- A two-hour exam that focuses on the core topic. The examination consists of short-answer and extended-answer questions on knowledge, skills, mapping, application, and analysis of issues.

**Prerequisites:** Nil

**Preferred prerequisites:** It is recommended that students complete stage 1 Geography, and/or have a keen interest in the core topic listed.

*For more information – see Mr Boden*
Information Processing & Publishing
Stage 2

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

It’s a computing course that is focussed on ‘making’ items i.e. websites, posters, pamphlets etc.

**Content:** Stage 2 Information Processing and Publishing consists of the following four focus areas:

- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents

The teacher normally, in consultation with the students, selects **TWO** of these focus areas.

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

School-based assessment – 70%
- Practical skills – 40%
- Issues analysis – 30%

External assessment – 30%
- Product and documentation – 30%

**Special Information:** Students should have access to a computer at home that has the Microsoft Office suite of programs, and, ideally, Adobe software, such as Photoshop.

**Prerequisites:** Nil

**Preferred prerequisites:** Stage 1 Information Processing and Publishing is preferred but not essential. Students with an interest and background in using computing software to create posters, websites, pamphlets etc normally do better at this course.

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

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Content: Stage 2 Information Processing and Publishing consists of the following four focus areas:

- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents

The teacher normally, in consultation with the students, selects TWO of these focus areas.

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

School-based assessment – 70%
- Practical skills – 40%
- Issues analysis – 30%

External assessment – 30%
- Product and documentation – 30%

Special Information: Students should have access to a computer at home that has the Microsoft Office suite of programs.

Prerequisites: Nil

Preferred prerequisites: Stage 1 Information Processing and Publishing is preferred but not essential. Students with an interest and background in using computing software to create posters, websites, pamphlets etc normally do better at this course.

For more information – see Mr Scadding
Information Technology
Stage 2

General information: Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of IT areas. It is a subject that studies IT at a deeper, more complex level than simply making things. Students study how systems, networks and computers work and the software behind them.

Content: Stage 2 Information Technology consists of two core topics and two option topics (choose of five):

Core Topics
Topic 1: Information Systems
Topic 2: Computer Systems

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

Assessments:
School-based assessment – 70%
- Folio – 20%
- Skills and applications tasks – 30%
- Project – 20%

External assessment – 30%
- Examination – 30%

Special Information: Students need access to a home computer that has the Microsoft Office suite of programs

Prerequisites: Nil

Preferred prerequisites: Stage 1 Information Technology is preferred but not essential. Students with an interest and background in how computers work and an interest in programming or designing websites normally do better at this course.

For more information – see Mr Scadding
General information: Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of IT areas. It is a subject that studies IT at a deeper, more complex level than simply making things. Students study how systems, networks and computers work and the software behind them.

Content: Stage 2 Information Technology consists of two core topics and two option topics (choice from five):

Core Topics
Topic 1: Information Systems
Topic 2: Computer Systems

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

Assessments:
School-based assessment – 70%
- Folio – 20%
- Skills and applications tasks – 30%
- Project – 20%

External assessment – 30%
- Examination – 30%

Special Information: Students need access to a home computer that has the Microsoft Office suite of programs

Prerequisites: Nil

Preferred prerequisites: Stage 1 Information Technology is preferred but not essential. Students with an interest and background in how computers work and an interest in programming normally do better at this course.

For more information – see Mr Scadding
General information: Students focus on social justice at a local, national and global level. This program is based on the Samaritan values of humility, stewardship, justice and peace, community, love of Christ and neighbour and hospitality. Students will be required to collaborate with others to raise awareness of social justice issues at school as well as within our community.

Content:
Students study:
- Jesus Christ, as a model for the socially just
- The Samaritan stories
- Raising awareness of social justice issues
- The value of the Samaritan Education Journey

Assessments:
School-based assessment – 70%
- Practical Activity– 30%
- Group Activity– 20%
- Folio and Discussion – 20%
External assessment – 30%
- Report – 30%

Special Information: No exam. It is a language-rich subject meaning students need to be prepared to source information, write essays and discuss topics. Students will also be required to undertake community charity work and collaborate with others effectively. Students do not need to be active in their faith to do well at this subject.

Prerequisites: Nil

For more information – see Miss Higgins.
General information: Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students' lives and their learning. Students develop and demonstrate their collaboration, teamwork, and self-awareness, and evaluate their learning.

Content: Stage 2 Integrated Learning – Sports Studies consists of two key areas of study and related key concepts:

- Practical Skills and Analysis
- Group Management and Issues

Practical Skills and Analysis
Students complete three practicals that are balanced across a range of individual, fitness, team, racket, aquatic, and outdoor activities and that cater for the different skills, interests of the students (negotiated). Students will keep a journal of their skill development and collect any resources that help with their overall tactical awareness within that sport in a folio.

Group Management and Issues

- Group Task – Coaching Session
  - Students will learn how to effectively control a group of their peers whilst teaching them a sport of their choice in 2 x 45 minute sessions.
  - The students will undertake these sessions with accordance to appropriate teaching strategies taught to them.
  - They will have to keep a journal and write an evaluation of their session being critical of how they upheld coaching principles and how effective their drills were in improving their peers skill development.
- Group Discussion
  - Once completed their practical journal, the students will have to present their folio and discuss their learning throughout the practical units, presenting their skill development and tactical awareness understanding.
- Issues Analysis

Assessments:

School Based Assessment:

- Practical (30% ) - three different practicals as mentioned above with appropriate evaluations.
- Group Discussion/Folio – (20%)
- Group Coaching Session – (20%)

External Assessment

- Project – Issues Analysis – (30%)

Special Information: No previous PE experience is required.
General information: In Italian, students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, ideas, feelings and opinions. They interpret texts to interpret meaning, and examine relationships between language, culture, and identity, and reflect and relate these to their own cultural influences and communication.

Content: Italian must be studied as a 20 credit subject. The topics and themes are chosen to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

Assessments:
Folio – 50%
- Interaction – Study Habits
- Text Analysis – Hotel Reviews/Brochure
- Text Production – Postcards/Letter

In-depth Study – 20%
- Renaissance Artists

Examinations – 30%
- Written Examination
- Oral Examination

Special Information: Two 3 hour trial exams per year plus final 3 hour written/aural examination and an oral examination. One-day workshop at School of Languages in July holidays is highly recommended and funded by Catholic Education.

Prerequisites: In accordance with the SACE, continuers level languages are designed for students who have studied Italian for 400 – 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge i.e. have studies Italian at Stage 1.

Preferred prerequisites: Studying Italian at Stage 1 is highly recommended as continuing students will already know all tenses, most grammatical rules, and have had experience with aural and oral communications.

For more information – see Miss Howard
**General information:** Legal Studies is a 20-credit (full-year) subject. Students gain an understanding of the key principles that underpin the legal system and how they apply to every-day life. Students will learn how and why Australia federated, and how the legal system is influenced by global events. Students will examine the impact of Australian laws on aboriginal people and study, in depth, the operation of civil and criminal law in South Australia.

During the course students will gain an understanding of:

- the influences that have shaped the Australian legal system
- the legal principles, processes and structures of the Australian legal system
- how the legal system responds to cultural diversity

**Content**

Stage 2 Legal Studies consists of 4 topics:

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

**Assessments:** There are 3 assessment components:

School-based assessment (marked by the teacher) – 70%
(1) Folio tasks (8 in total) – 50%
  - Tasks include essays, short-answer questions, extended response questions and tests
(2) Inquiry – 20%
  - Students select a legal issue of their choice to investigate and report on (1500 words or 10 minutes oral)
(3) External assessment (marked by the SACE Board) – 30%
  - 3-hour exam at the end of the year (on the entire course)

**Special Information:** This is a language-rich subject that requires a high degree of commitment. Students are set homework most lessons and are also required to submit drafts for all school-based assignments (excluding tests).

**Prerequisites:** Nil

**Preferred prerequisites:** Stage 1 Legal Studies or at least a C in any other Stage 1 SOSE subject

*For more information – see Miss Gibson*
Material Products (Woodwork)  
Stage 2

General information:
Material Products involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as timber and timber products and is normally offered at Year 12.

Content:
Students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They make sound decisions about materials and techniques, based on their testing and understanding of the physical properties and working characteristics of materials. Students identify product characteristics and make critical judgments about the design and creation of products and systems. They work with a range of tools, materials, equipment, and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief.

Assessments:
School-based Assessment (70%)
- Assessment Type 1: Skills and Applications Tasks 20% weighting
- Assessment Type 2: Product 50% weighting

External Assessment (30%)
- Assessment Type 3: Folio 30% weighting

Preferred prerequisites:
Completion of at least year 10 Technology Studies and year 11 Design and Technology - Material Products would be beneficial for a satisfactory completion of this subject.

Special Information:
- Stage 2 Design and Technology students may on occasion need to work after school on Tuesdays 3.30pm until 5.00pm in order to complete their product
- Materials for the student’s major project are at an additional cost to College fees
- Students will negotiate an individual design and construction project with the teacher

For more information – see Mr Thursby
**General information:** Stage 2 Mathematical Applications enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts. Stage 2 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement. The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

**Content:** Stage 2 Mathematical Applications can be studied as a **10-credit** subject or a **20-credit** subject. For a 10-credit subject, students study two topics and for a 20-credit subject, students study four topics (two topics in each semester). In order to accommodate the external examination at the end of each semester, schools select two topics from those listed under semester 1, and two different topics from those listed under semester 2 in the table below.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>Topic 2: Investment and Loans</td>
<td>Topic 1: Applied Geometry</td>
</tr>
<tr>
<td>Topic 4: Matrices</td>
<td>Topic 2: Investment and Loans</td>
</tr>
<tr>
<td>Topic 5: Optimisation</td>
<td>Topic 3: Mathematics and Small Business</td>
</tr>
<tr>
<td>Topic 6: Share Investments</td>
<td>Topic 6: Share Investments</td>
</tr>
<tr>
<td>Topic 7: Statistics and Working with Data</td>
<td>Topic 7: Statistics and Working with Data</td>
</tr>
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</table>

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

- School-based assessment – 70%
  - Skills and Applications Tasks (Tests) – 30%
  - Folio (Investigations) – 40%
- External assessment – 30%
  - Examination – examinations are set by the SACE Board and conducted twice yearly, at the end of semester 1, and again at the end of semester 2. Each examination is 90 minutes long.

**Special Information:** Students will need to use electronic technology in this course. Graphics calculators (Texas Instruments) are available for purchase through the College at the end of the academic year.

**Preferred prerequisites:** 20 credits at a minimum C level for Stage One Mathematics (Mathematical Studies). A minimum C level for Stage One Mathematical Applications will be an advantage. Whilst investigations make up part of the assessment for this course, the major focus is on test and exam performance and therefore students must have an effective study program and an industrious work ethic to cope with the demands of skills and applications tasks.

*For more information – see Mrs Geldenhuys*
General information: Stage 2 Mathematics Pathways articulates with the Stage 1 Mathematics Pathways subject. It can be studied as a 10-credit subject or a 20-credit subject. Stage 2 Mathematics Pathways allows students to achieve the numeracy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement. In Stage 2 Mathematics Pathways, students have the opportunity to gain the knowledge, skills, and understanding required to apply Mathematics in different contexts, and to participate in a wide variety of problem-solving activities. The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content: The content may be negotiated with the students, and there may be a focus on different themes, topics, and/or contexts within any group. Teachers may:

- adapt or vary topics in the Stage 2 Mathematical Applications Subject Outline listed below:
  - Topic 1: Applied Geometry
  - Topic 2: Investment and Loans
  - Topic 3: Mathematics and Small Business
  - Topic 4: Matrices
  - Topic 5: Optimisation
  - Topic 6: Share Investments
  - Topic 7: Statistics and Working with Data
- develop new topics

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

School-based assessment
- Skills and applications tasks (tests) – 45%
- Folio (investigations) – 25%

External assessment
- Investigation – 30%

Special Information: Students will need to use electronic technology in this course. Scientific and/or Graphics calculators (Texas Instruments) are available for purchase through the College at the end of the academic year.

Preferred prerequisites: 20 credits at a minimum C level for any Stage One Mathematics subject. A C level or better for Stage One Mathematics Pathways will be an advantage. Investigations make up the major part of the assessment for this course and therefore students must have strong organisational skills and an industrious work ethic to cope with the demands of deadlines and drafting.

For more information – see Mr Keiper
**General information:** Stage 2 Mathematical Studies is a **20-credit** subject. Through the study of Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology. The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

**Content:** Stage 2 Mathematical Studies is a **full year** subject that consists of the following three topics:

- Topic 1: Working with Statistics
- Topic 2: Working with Functions and Graphs Using Calculus
- Topic 3: Working with Linear Equations and Matrices

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

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

- **School-based assessment**
  - Skills and applications tasks (tests) – 45%
  - Folio (investigations) – 25%

- **External assessment**
  - Examination – 30%

**Examination (3 hours)**

Students undertake a 3-hour external examination at the end of the academic year based on the subtopics and key questions and key ideas outlined in the three topics.

**Special Information:** Students will need to use electronic technology in this course. Graphics calculators (Texas Instruments) are available for purchase through the College at the end of the academic year.

**Preferred prerequisites:** 20 credits at an A or B level for Stage One Mathematics (Mathematical Studies). Whilst investigations make up part of the assessment for this course, the major focus is on test and exam performance and therefore students must have an effective study program and an industrious work ethic to cope with the demands of skills and applications tasks.

*For more information – see Mrs Geldenhuys*
Modern History
Stage 2

General information: Modern History is the study of people, places, events and ideas in the history of societies in selected periods and places since 1500. Students will develop the skills of historical enquiry, demonstrating their ability to decipher historical evidence and to construct a reasoned argument. Students will be exposed to various types of sources, including written, visual and multimedia, in their studies.

Content:
In 2012, Modern History students studied one thematic and one depth topic.

The thematic topic examined was *Revolutions and Turmoil: Social and Political Upheavals since c. 1500*, looking specifically at the Russian Revolution.

The depth topic students studies was *An Age of Catastrophes: Depression, Dictators, and the Second World War, c. 1929–45* examining the impact of the Great Depression in Germany and the rise of Adolf Hitler.

This is subject to change depending on the interests of the teacher and/or students.

Assessments:
School-based Assessment: Folio including essays, oral presentations and source analysis (50%)
An Individual History Essay on a topic of the student’s choosing (20%)
External Assessment: Examination (3 hours in duration) (30%)

Special Information:
The Modern History course requires a large degree of reading and writing. Students will need to complete an externally assessed examination at the end of the year which will count towards 30% of their overall grade. This exam runs for 3 hours.

Prerequisites: There are no prerequisites for this course.

Preferred prerequisites:
Stage 1 History is an advantage, but not a requirement. Students must be prepared to complete weekly readings and have the confidence to write essays under time constraints, as required for the 3 hour end of year examination.

For more information – see Mr Boden
General information: This subject develops students’ skills on a chosen instrument or voice and they apply these skills and other musical knowledge in an ensemble.

Content: Students participate in one of the following:
- A small ensemble
- An orchestra
- A band
- A choir, vocal ensemble or as accompanist to a soloist
- A performing arts production (eg. Musical)

Assessments: Students must prepare and present 3 public performances with a minimum of 20 minutes of repertoire. One performance is externally assessed.

School based: (70%)
- First performance: 7-9 minutes (30%)
- Second performance: 8-11 minutes

External: (30%)
- External performance: 10-12 minutes

Special Information:
- Students may work with musicians outside of their class and the College
- Students must ensure that those musicians are available for assessments and rehearsals

Preferred prerequisites:
- It is recommended that students who undertake this subject have studied a full year of Music in year 11.
- It is recommended that students who undertake this subject have worked with their chosen ensemble prior to enrolling in the subject to ensure proficient musical communication

NOTE:
- This is a 10 credit subject which is usually taken in conjunction with another Music subject

For more information – see Miss Anttila
General information: Students are allowed to undertake an individually negotiated topic in an area of interest that is not covered in another stage 2 Music subject.

Content: Suggested topics are:
- Tutoring
- Community (social, political and or cultural aspects)
- Restoration or building of music instruments
- Music and Cultures
- Music Industry

Assessments:
Type 1: Folio (30%)
Type 2: Product (40%)
Type 3: External assessment of Report (30%), part 1: documentation of skills, part 2: Evaluation

Preferred prerequisites:
- This subject is recommend for students with a great deal of personal motivation and initiative
- Students have to be self-directed learners
- Students have to be able to work independently
- It is recommended that students have an interview with the relevant music teacher before enrolling in this course
- It is also recommended, but not required, that students complete either Stage 1 Music Experience of Music Advanced before enrolling in this subject

NOTE:
This is a 10 credit subject which is usually taken in conjunction with another Music subject

For more information – see Miss Anttila
**General information:** This subject develops students’ skills on a chosen instrument of voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Students are assumed to have attained a performance standard that reflects 3 years of study and development on their instrument.

**Content:** Students prepare and present public performances. The programs must include works of contrasting character, allow room for development of musical skills and contain a minimum of 18 minutes of repertoire over three performances.

**Assessments:**
- School-based assessment:
  - Type 1: First Performance (30%) 7-9 minutes
  - Type 2: Second Performance (40%) 8-11 minutes
- External assessment:
  - Type 3: Final Performance (30%) 10-12 minutes

**Preferred prerequisites:**
- It is recommended that students are able to present practical works of at least Grade 5 AMEB standard in order to maximise their results or preferably higher
- Students must be enrolled with a music tutor who is able to teach the particular instrument to the level required
- It is recommend that students had uninterrupted music tutoring on their chosen instrument from year 9 – 11.

**NOTE:**
This is a 10 credit subject which is to be taken in conjunction with another Music subject

_For more information – see Miss Anttila_
**General information:** Students cover three areas of study:
- Theory, Aural Recognition, and Musical Techniques
- Harmony
- Arrangement

**Content:**

**Theory, Aural Recognition, and Musical Techniques:** Includes studies of Rhythm, Pitch, Musical Techniques and Score Analysis

**Harmony:** harmonise a melody using keyboard voicing, chord extensions and creating a counter melody

**Arrangement:** Students arrange an existing melody by using manipulation of rhythm, harmony, style, form and structure, texture and using Sibelius software

**Assessments:**

Type 1: Skills development (30%)
Two assessments designed to assess skills in theory, aural recognition, musical techniques and harmony

Type 2: Arrangement (40%)
Two assessments: An arrangement and written statement of 200 words. The arrangement is accompanied by a recording of a performance of the work.

Type 3: External Examination (30%) 1 hour 45 minutes
Part 1: Theory, Aural and Musical techniques
Part 2: Harmony

**Preferred prerequisites:**
- It is highly recommended that students who undertake Musicianship have completed either Music Advanced or AMEB grade 4 theory
- It is recommended that students have an interview with the relevant music teacher before enrolling in this course.

**NOTE:**
This is a 10 credit subject which is to be taken in conjunction with another Music subject

*For more information – see Miss Anttila*
**General information:** Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues.

**Content:** Stage 2 Physical Education consists of two key areas of study and related key concepts:
- Practical Skills and Applications
- Principles and Issues

**Practical Skills and Applications**
Students complete three practicals that are balanced across a range of individual, fitness, team, racket, aquatic, and outdoor activities and that cater for the different skills, interests of the students (negotiated).

**Principles and Issues** (consists of the following three topics)
- Exercise Physiology and Physical Activity
  - Key Concept 1: The sources of energy affecting physical performance
  - Key Concept 2: The effects of training and evaluation on physical performance
  - Key Concept 3: The specific physiological factors affecting performance
- The Acquisition of Skills and the Biomechanics of Movement
  - Key Concept 1: Skill acquisition
  - Key Concept 2: Specific factors affecting learning
  - Key Concept 3: The effects of psychology of learning on the performance of physical skills
  - Key Concept 4: The ways in which biomechanics improve skilled performance
- Issues Analysis

**Assessments:**
**School Based Assessment:**
- Practical (50%)- three different practicals as mentioned above
- Personal Folio (20%) – students undertake 3-6 assessment types, with one being the Issues Analysis

**External Assessment:**
Examination (30%)

**Special Information:** No previous PE experience is required, however, but Stage 1 PE and Biology would be beneficial. A sound level of physical fitness would also be greatly beneficial. This subject does involve a high level of scientific methods.

**Prerequisites:** Nil

*For more information – see Miss Nolan or Mr Quist*
General information: Physics is a subject for students who are interested in the fundamental processes of nature. The study of physics provides an understanding of the processes that determine the behaviour of systems, from the very small (atoms and nuclei) to the very large (solar system and universe). The laws of physics or their consequences underlie many other sciences and engineering, and also provide background knowledge for many occupations. The study of physics is often a useful preliminary or a formal prerequisite to these occupations.

Content: Stage 2 Physics comprises the following areas of study:

- Motion in Two Dimensions
- Uniform Circular Motion
- Gravitation and Satellites
- Momentum in Two Dimensions
- Electricity and Magnetism
- Electric Fields
- The Motion of Charged Particles in Electric Fields
- Magnetic Fields
- The Motion of Charged Particles in Magnetic Fields
- Light and Matter
- Electromagnetic Waves
- The Interference of Light Photons
- Wave Behaviour of Particles
- Atoms and Nuclei
- The Structure of the Atom
- Projectile Motion
- The Structure of the Nucleus
- Radioactivity
- Nuclear Fission and Fusion
- Application: Fission Nuclear Power

Assessments:

- Assessment Component 1: Examination – 30%
- Assessment Component 2: Investigations folio – 40% (practicals, information search and oral or ICT presentations)
- Assessment Component 3: Skills and Applications tasks – 30% (tests and sets of exercise)

Special Information: Physics is a prerequisite for many engineering courses at university and certain science degrees. Students should check whether they must study this at Stage 2 to gain entry into their chosen course.

Prerequisites: Stage 1 Physics.

Preferred prerequisites: Studying Stage 2 Physics can be easier if student is doing Mathematical Studies. Whilst there is a practical component to this subject, students need to be prepared to write essays up to 800 words several times in they year, including a 3 hour exam. In addition students need to present results from two of these essays in an oral presentation.

For more information – see Miss Torres
General information: Psychology sits at the crossroads between the life sciences and the humanities. The subject 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, the processes that underlie it, and the factors that influence it. Through such study, students can come to better understand themselves and their social worlds. Psychology also addresses the ways in which behaviour can be changed. The ethics of research and intervention are therefore an integral aspect of psychology. The study of psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (that is, observation, experimentation, and experience), this subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Content: The following topics are studied throughout the year Introduction to Psychology, Social Cognition, Learning, Personality, Psychobiological Awareness and Healthy Minds.

Assessments:
- 1500 word Group Investigation
- 1500 word Individual Investigation
- 750 word Intervention Analysis
- 45 minute Test for each topic studied
- 2 hour Examination

Special Information: Whilst this is a science based subject, please note the written requirements of the subject.

Prerequisites: Nil

Preferred prerequisites: No previous experience in Psychology at Stage 1 is required; however it would be beneficial to have studied and passed at least one semester of Stage 1 Psychology. If Psychology was not studied at Stage 1, it would also be beneficial to have studied and passed at least one Science subject at Stage 1.

For more information – see Miss Higgins
**Religion Studies**

**Stage 2**

**General information:** Students focus on an aspect of religion or spirituality within or across traditions, and to explore the religious basis of an ethical or social justice issue. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

**Content:** Students study:
- the core topic
- one option topics (selected by the School)

Core Topic
- Understanding Religion

Option Topics
- Buddhism
- Christianity
- Hinduism
- Indigenous Australian Spirituality
- Islam
- Judaism

**Assessments:**
School-based assessment – 70%
- Sources analysis – 25%
- Written assignments – 20%
- Practical activity – 25%

External assessment – 30%
- Investigation (2000 words or equivalent) – 30%

**Special Information:** No exam. It is a language-rich subject meaning students need to be prepared to source information, write essays, discuss topics and conduct an in-depth investigation. Students do not need to be active in their faith to do well at this subject.

**Prerequisites:** Nil

*For more information – see Miss Higgins.*
**General information:** Students focus on an aspect of religion or spirituality within or across traditions, and to explore the religious basis of an ethical or social justice issue. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

**Content:** Students study:
- the core topic
- two option topics (selected by the School)

**Core Topic**
- Understanding Religion

**Option Topics**
- Buddhism
- Christianity
- Hinduism
- Indigenous Australian Spirituality
- Islam
- Judaism

**Assessments:**
School-based assessment – 70%
- Sources analysis – 25%
- Written assignments – 20%
- Practical activity – 25%

External assessment – 30%
- Investigation (2000 words or equivalent) – 30%

**Special Information:** This subject has no examination. It is a language-rich subject meaning students need to be prepared to source information, write essays, discuss topics and conduct an in-depth investigation. Students do not need to be active in their faith to do well at this subject.

**Prerequisites:** Nil

For more information – see Miss Higgins
Scientific Studies - Health Science
Stage 2

General information
Scientific Studies - Health Science provides students with the opportunity to develop skills and understandings related to health professions, particularly nursing. This subject will provide the foundation for students intending to enter nursing or other health related courses at university and particularly TAFE. The college has an agreement with TAFE which enables this subject to be recognised when students are accepted into nursing at TAFE. Stage 2 Scientific Studies: Health Science is a full year course (20-credit subject)

Content
This course will focus on anatomy and physiology of the human body, the main complaints and disorders of the systems and causes of disease. Knowledge and skills directly related to working in the field will also be covered, and may include the terminology associated with working in a health profession, record keeping and the work place.

Assessment
School-based Assessment (70%)
Assessment Type 1: Investigations Folio (40%)
- 2 Practical Investigations related to the human body or the health field (at least one is of the students own design)
- 1 Issues Investigation relating to human health
Assessment Type 2: Skills and Applications Tasks (30%)
- 4 Skills assessment tasks (tests) tasks that are undertaken under supervision
- 1 written case study assignment

External Assessment (30%)
- 1 Practical Investigation. This is an in-depth experimental investigation that student will design and undertake over a number of weeks and produce a 2000 word report. The topics chosen will relate to Health Science.

Prerequisites: none

Preferred prerequisites: It is preferred that students have studied and passed successfully a full year of Stage 1 Biology, however, it is not a prerequisite. Whilst there is a practical component to this subject, students need to be prepared to write essays and practical reports up to 2000 words and undertake testing several times a year.

Special Information: This subject may involve students working off site to take advantage of resources at either Tafe, or University of South Australia, Whyalla Campuses. Lecturers and professionals may be invited to deliver some aspects of the course.

For more information – see Mrs Ernesti or Mrs Boden
**Scientific Studies**

**Stage 2**

**General information:** Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. This subject is ideal for students who have an interest in science and science related issues, who have studied a Science at Stage One and who are not considering Biology, Chemistry or Physics.

**Content:** The content covered in this course is flexible and can be designed to suit the range of interests and abilities of the students enrolled. Over the year, two unifying themes will be selected and student will undertake study of four to six topics related to either of these themes. An example of a theme and potential topics is shown below:

Example Theme: The importance of science in contemporary Australia
Potential Topics: Climate change; food technology; carbon trading; pollution; water conservation

**Assessments:**
- Students will complete eight to ten assessments in total
- Scientific Studies 2 has a school-based assessment component and an external assessment component.
- Tasks will be of one of the following assessment types:
  - School-based Assessment (70%)
    - Assessment Type 1: Investigations Folio (40%)
    - Assessment Type 2: Skills and Applications Tasks (30%)
    - At least one investigation or skills and applications task will involve collaborative work.
  - External Assessment (30%)
    - Assessment Type 3: Practical Investigation – up to 2000 words (30%)

**Special Information:** In this course no final exam is set.

**Prerequisites:** Nil

**Preferred prerequisites:**
Complections of a science subject at Stage 1 and an interest in science and contemporary scientific issues
Students need to be prepared to write report up to 2000 words several times in the year

*For more information – see Mrs Ernesti*
General Information: Society and Culture is a 20-credit (full-year) subject in which students explore contemporary societies and social issues (for example, whether the burqa should be banned in Australia). It is language-rich, meaning students are required to do a lot of reading, writing and debating/class discussions. The subject is also inquiry-focussed, which means students learn by undertaking various forms of research (for example, conducting surveys, analysing statistics and locating relevant articles).

Content: As a class we choose 1 topic from each of the following 3 groups:
Group 1 – Cultural Diversity; Youth Culture; Work and Leisure; or The Material World
Group 2 – Social Ethics; Indigenous Peoples; Technological Revolutions; or The Environment
Group 3 – Globalisation; A Question of Rights; or People and Power

Assessments: There are 7 – 9 SACE assignments.

There are 3 assessment components:
School-based assessment (marked by the teacher)
(1) Folio tasks – 50% of your overall mark. Tasks include reports, case studies, film reviews and oral presentations (there will be at least one oral during the year).

(2) Interaction – 20% of your overall mark. Students plan and carry out a group social justice/social awareness campaign (eg: putting together compassion boxes for flood victims)

External assessment (marked by the SACE Board)
(3) Investigation – 30% of your overall mark. Students undertake one independent, focused investigation of a negotiated contemporary issue and present their findings in a written report (2,000 words).

Prerequisites: Nil

Preferred prerequisites: At least a C in any other Stage 1 SOSE subject

For more information – see Miss Gibson
**General information:** Stage 2 Specialist Mathematics is a **20-credit** subject. **Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Studies.** Through the study of Specialist Mathematics students gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

**Content:** Stage 2 Specialist Mathematics is a **full year** subject that consists of the following five topics:
- Topic 1: Trigonometric Preliminaries
- Topic 2: Polynomials and Complex Numbers
- Topic 3: Vectors and Geometry
- Topic 4: Calculus
- Topic 5: Differential Equations

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

**Assessments:**

School-based assessment
- Skills and applications tasks (tests) – 45%
- Folio (investigations) – 25%

External assessment
- Examination – 30%

**Special Information:** Students will need to use electronic technology in this course. Graphics calculators (Texas Instruments) are available for purchase through the College at the end of the academic year.

**Preferred prerequisites:** 20 credits at an A level for Stage One Mathematics (Mathematical Studies) and 20 credits at a minimum C level for Stage One Mathematics (Specialist Mathematics) would be an advantage. Whilst investigations make up part of the assessment for this course, the major focus is on test and exam performance and therefore students must have an effective study program and an industrious work ethic to cope with the demands of skills and applications tasks.

*For more information – see Mr Elhalawani*
Tourism
Stage 2

General information: In this subject students explore what it means to be a “tourist”, the different types of tourists and the expectations and needs of those who travel. The course also covers the impact tourism has on the host community (the destination) and the traveller, as well as examining some of the major issues currently facing the tourism industry.

Content: The following topics are compulsory elements of the course:
- The different types of tourism (eg: mass tourism, niche tourism, special interest tourism) and why people travel
- Tourism sectors and employment opportunities in the tourism industry
- How tourists perceive a destination (and whether this matches the reality), and their needs and expectations
- The social, cultural, economic and environmental impacts of travel

Three option topics must also be covered. As a class we will decided which three we study. Options include:
- Applications of Technology in Tourism (such as the role of the Internet and the feasibility of space travel)
- Establishing a Tourism Venture (what’s involved in setting up a tourism event)
- Management of Local Area Tourism (tourism in the Eyre Peninsula/Whyalla)
- The Impacts of Tourism (the pros and cons of tourism in a particular region)
- Marketing Tourism (how tourism packages are put together and advertised)
- Responsible Travel

Assessment:

School-based assessment
- Folio tasks (20%) – Tasks can include short answer questions, case studies, tests
- Practical Activity (25%) - Hands-on activities (such as planning and leading a guided tour)
- Investigation (25%) - Students select a tourism trend, development or issue to investigate and report on.

External assessment
- 2-hour exam (30%)

Special Information: Tourism is a language-rich subject, which means there is a lot of reading and writing, and students are expected to submit drafts for all school-based assignments. It is anticipated that there will be at least 1, possibly 2, excursions which will form the basis of a summative assignment (approximate total cost - $60).

Prerequisites: Nil

Preferred prerequisites: At least a C grade in any Stage 1 SOSE subject (Stage 1 Geography is an advantage)

For more information – see Miss Gibson