



**ENCOUNTER**  
LUTHERAN COLLEGE ■

# 2024 Curriculum Guide stage 2



# Welcome to SACE Stage 2

Senior School at Encounter is a time when you will begin to make choices for your future beyond secondary schooling. It is a very exciting time, and it is our aim to provide a wide variety of subject choices, with a supportive and nurturing environment in which to study them.

This SACE Stage 2 Curriculum Guide has been prepared to guide you in selecting subjects in Year 11 and 12. We know how important these choices are. Choosing courses that will enable you to follow your preferred career pathway, provide options for your future, and are appropriate for who you are and where you want to go in life is very important.

Our vision is to ensure our students can creatively solve problems, work in interdisciplinary groups and environments and effectively communicate knowledge. Our students, using appropriate skills, will innovate, collaborate and, using real world experience, develop the capacity to thrive in an evolving and emerging work world. Students will be active participants in their learning, and will demonstrate advocacy, empathy and care for their world.

At Encounter Lutheran College, we want to assist you and your parents in considering the range of options available in Year 11 and 12, and plan a program of study tailored to your particular needs.

Either way, at Encounter Lutheran College, we aim to provide you with opportunities for learning, both in the academic program and a range of activities and experiences that will provide pathways for your preferred future.

You are a cherished gift from God, and the College aims to support you to make an informed decision by identifying your gifts and talents in planning for your future. We encourage you to plan your senior school subjects and SACE course around your personal strengths, interests and the career direction you hope to follow. Where possible, career planning is an important part of the subject selection process. Some subjects have pre-requisites and are specific requirements for entry into tertiary institutions, so it is advisable to consider these when making subject choices throughout your SACE journey.

The individual subject choice and career guidance counselling sessions provided will assist you with finding your passion and making the right subject choices in the SACE to reach your goals. We hope that the information in this Curriculum Guide will help you make informed choices concerning your study path in the Senior School. Further support and guidance are also available from the staff - you only have to ask.

Kelvin Grivell  
**Principal**

Penny McKenzie  
**Head of Middle & Senior School**



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# Future Directions: The Encounter Way

## Stage 2

I remember as a student in Year 10 being told by my career counsellor that “the world is my oyster” when it came to what I might do when I leave school. I was also told “make sure you choose your career wisely as this will probably be something you will do for the rest of your life”. This caused me to be quite anxious as I was worried (particularly as I had no idea as to what I wanted to do when I left school) that I would make a wrong decision, choose the wrong subjects, and may be stuck in a job for the rest of my life that I wish I had never chosen.

How things have changed when it comes to choosing careers and the workforce a young person is now entering. The 21<sup>st</sup> century has seen a significant change in the nature of work. This change has been driven by rapid advancements in technology, globalisation, and the demands of society. What were considered traditional career paths and job roles in the past are consistently changing. Gone are the days when a narrow and specific set of skills were sufficient for success in the workforce. Today, employers seek individuals who possess a diverse skill set that goes beyond technical expertise. Employers now highlight the importance of 21<sup>st</sup> century skills such as critical thinking, problem-solving, creativity, adaptability, collaboration, communication, and digital literacy as being valuable for the workforce both now and in the future.

To thrive in this new and dynamic way the workplace has changed, individuals need to embrace lifelong learning, develop a growth mindset, and need to be adaptable and open to acquiring new skills throughout their careers. With careers now requiring individuals to work more at home rather than the conventional office space a person's ability to be effective with virtual communication and collaboration is essential for success as well as their ability to work in diverse teams, and across cultures and time zones in today's interconnected world.

Helping a student make decisions about their future career is a role that Encounter Lutheran College takes seriously. Myself, as the Career Development Coordinator, and Mel O'Donnell as the VET and SACE Coordinator, play a vital role in guiding and supporting students through this process. There are many ways in which Encounter helps students make informed decisions about their future career path. These include:

**Encouraging exploration** – At Encounter we encourage students to explore their various interests and hobbies. We expose them to a wide variety of activities, subjects and experiences. We assist the students in researching different career pathways, educational requirements, potential job prospects and help them gather information from reliable sources, such as career websites, industry professionals and regular career counselling. By doing these things we help students discover their passions and strengths to help them make more informed career choices.



# Future Directions:

## The Encounter Way (cont)

Stage 2

**Non-judgemental communication** – When discussing future directions and career paths we create an open and non-judgement environment where the students feel comfortable discussing their thoughts, dreams and concerns about the future. From Year 10 onwards regular conversations occur about their interests, goals and aspirations.

**Provide exposure to what is out there in the workforce** – Every student at Encounter has the opportunity to explore the workforce in a number of different ways. Whether it is visiting workplaces (through work experience), excursions to career, tertiary studies and employment expos or getting work organisations and tertiary institutions to come and speak to Encounter students. These experiences give Encounter students valuable insights into the various jobs and professions that are out there to help them make more realistic decisions. It gives Encounter students hand on experience to help them clarify their career preferences and develop essential skills.

**Offer guidance, not direction, and support the decision making process** – While it is important to provide guidance to each student at Encounter, we do not impose what we think the student should do. Ultimately, the decision about their future career should be the student's. Instead, we offer support, reassurance and give them confidence in their ability to make the right choices. We encourage them to explore their options, weigh up the pros and cons, consider their interests and values and envision long term goals when making decisions about their future.

Finally, it is important to remember that career decisions are not set in stone. It is natural for someone's interests and aspirations to evolve over time. It is important we, both here at Encounter, and in partnership with parents, are patient, understanding and adaptable to assist each young person on their journey of self-discovery and career exploration.

It is a great pleasure to work with all Encounter students as they explore careers and look at what they would like to do in the future.

Andrew Weiss  
**Career Development Coordinator**



# SACE Stage 2

## Stage 2

In Year 12 at Encounter Lutheran College, students will study four full year subjects in addition to completing the Research Project.

Teachers assess 70% of work. The remaining 30% will be marked by experts outside of the school which will be moderated by the SACE board to double check the marks students receive from their teachers, ensuring everyone state-wide is marked according to the same standards.

Research Project is a 10 credit subject which is completed by every student. As it is a compulsory subjects, students will need to achieve a 'C-' grade or better.

### Stage 2 (Year 12) Subject Selections

It is essential that students continue on a pathway which will lead them to a career or course which they have chosen. Students must pass a minimum of 3 subjects with a 'C-' Grade or better to complete their SACE.

### Students should be focussing on one of the following Pathways: University Entrance 4 x Year 12 courses of study plus Research Project

- Please make sure that you check any University pre-requisites in the SATAC guide before subject selection takes place.
- Students aim to gain an Australian Tertiary Admission Rank (ATAR). They do this by completing 4 Year 12 courses of study and the Research Project. Students choosing this pathway should be academically able, and be capable of performing well in exams.
- Please note that some combinations of subjects, such as taking both English Literary Studies AND English, may be precluded if a student wishes to gain an ATAR. This information is available through the SATAC publications available through the College.



### University Entrance - Precluded combinations

There are some precluded combinations for University Entrance. Your Course Counsellor will discuss this further if required.

### SACE Completion or TAFE entry

#### 3 x Year 12 subjects plus Research Project

For those students who aim to seek entry to TAFE courses after school such as a Certificate III or above, they must choose a minimum of 3 subjects plus the Research Project. Students may also complete additional Stage 1 units or VET short courses.

### SACE completion with VET or School Based Apprenticeship

It is recommended students combine their VET studies with at least two other Stage 2 subjects and Research Project.

This is a flexible option which allows students to use VET or School Based Apprenticeships to complete the SACE. Under certain circumstances this can lead to an ATAR allowing entry into University, or this pathway can lead to TAFE entry or direct entry into a trade through an apprenticeship.

Students should choose from one of the three options listed above, and need to ensure that they have completed any background studies required. Students must complete a minimum of 60 credits plus the Research Project.

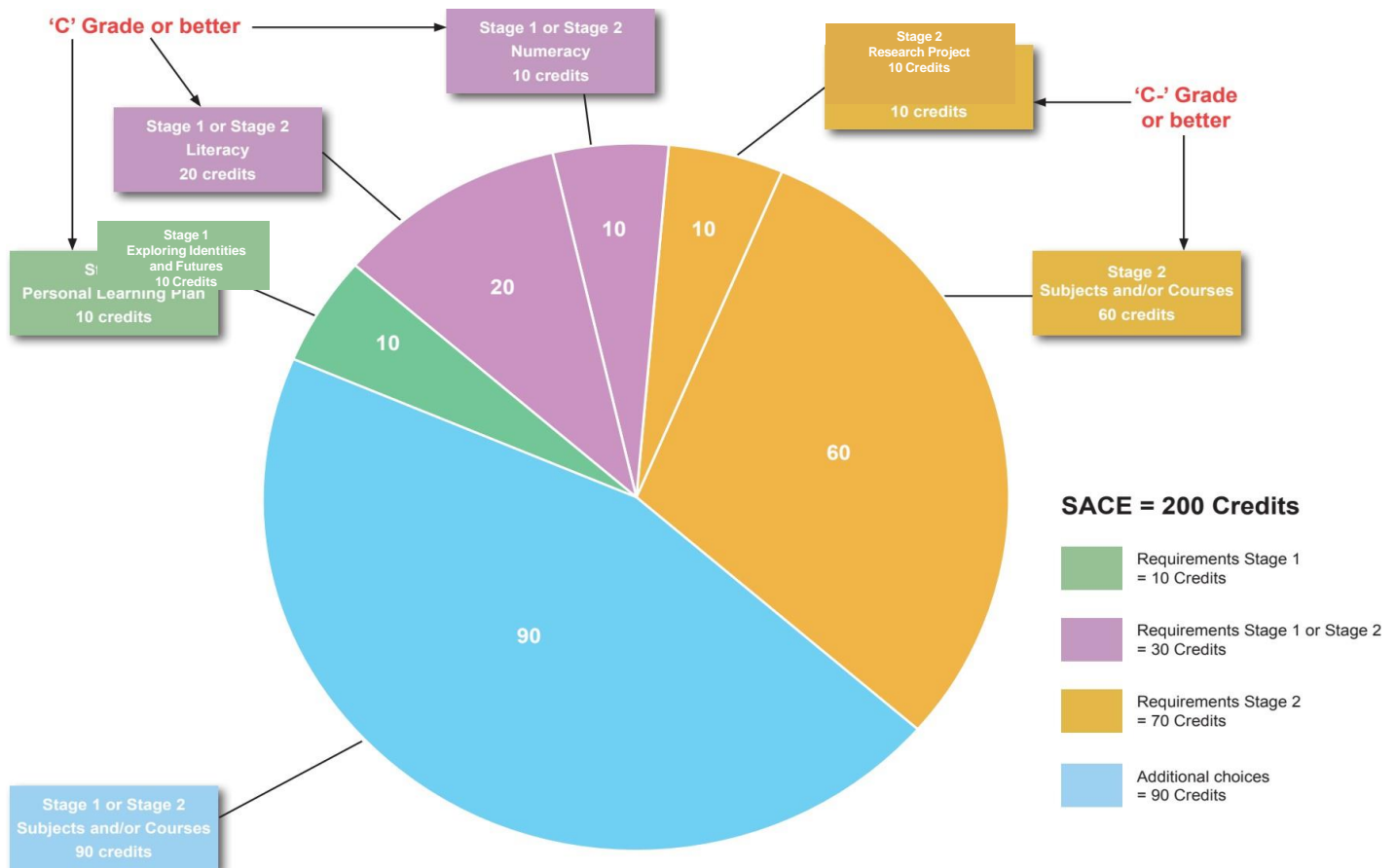
# SACE Requirements

## Stage 2

Students need 200 credits to achieve the SACE.

Most 10-credit subjects are studied over one semester and most 20-credit subjects are studied over two semesters

Students need to achieve a C grade or higher for Stage 1 requirements and a C- grade or higher for Stage 2 requirements to achieve the SACE.



### Stage 1 and/or Stage 2 requirements

Literacy and numeracy requirements must be met at Stage 1 or Stage 2

- Literacy – from a range of English subjects or courses (20 credits).
- Numeracy – from a range of Mathematics subjects or courses (10 credits).
- Students must achieve at least a C grade at Stage 1 or a C- grade at Stage 2



# Terms

## Recognised learning

The SACE recognises learning both in and outside school, for example:

- Vocational Education and Training courses (VET)
- University and TAFE courses
- Community learning (such as the Duke of Edinburgh Award or volunteer work)

## Vocational Education and Training (VET)

- If students prefer hands-on learning or work outside the classroom, they can earn SACE credits for a wide range of activities
- Students can learn on-the-job skills while working towards both the SACE and a VET qualification
- VET options are available at both Stage 1 and Stage 2

## The Australian Tertiary Admission Rank (ATAR)

- A measure of a student's overall achievement in the SACE compared with other students
- Used by universities in the selection of school leavers for a place in university courses
- Ranges from 0 to 99.95
- Calculated from university aggregate, based on 3 full-year Tertiary Admissions Subjects (TAS) plus one full-year TAS, or other studies recognised by the SACE Board and universities and one 10 credit subject (usually Research Project).



# Positive Education Enhanced Curriculum (PEEC)

Stage 2

PEEC is a research-based explicit Positive Education curriculum where students can learn the evidence based wellbeing skills that contribute to living a healthy and fulfilling life. The curriculum is firmly based on the science of wellbeing, has been developmentally sequenced for our Middle School and Senior School students, and is modelled against the PERMA framework. It is developed by the Institute of Positive Education and is designed in consultation with world renowned researchers in the field of positive psychology. PEEC is aligned with the International Baccalaureate and the Australian Curriculum. Students will engage in weekly explicit PEEC lessons with their home class teacher.

PEEC aims to 'place wellbeing at the heart of education' – Justin Robinson, director of the Institute of Positive Education. It aims to enrich teachers' foundational understanding of Positive Education so they can provide students with the skills and knowledge to thrive. This will be accomplished as students work towards their developmental achievements based on the key domains of the PERMA model of Positive Psychology.

## Units of Study

The key domains of the PERMA model of Positive Psychology include:

- Positive Emotions
- Positive Engagement
- Positive Relationships
- Positive Meaning
- Positive Accomplishment
- Positive Health

## Assessment Tasks

The curriculum provides scope to gauge student understanding through formative assessments. Students will not have to undertake summative assessments as part of their wellbeing curriculum.

## Assessment Criteria

Students will receive a home class comment at the end of each semester. This will consist of the students' engagement in the topics, an example of the learning intentions addressed, and a goal for the following semester.



# Positive Education Enhanced Curriculum (PEEC)

Stage 2

## Learning Modules

### Year 7

- Self-knowledge
- Positivity
- Goal Orientation
- Leadership and teamwork
- Kindness and connection
- Mindsets

### Year 8

- Empathy and compassion
- Resilience
- Motivation
- Curiosity and interest
- Self-control
- Sense of meaning
- Core values

### Year 9

- Leadership and teamwork
- Goal orientation
- Character development
- Grit and persistence
- Motivation
- Creativity
- Flow

### Year 10

- Empathy and compassion
- Physical wellbeing
- Gratitude
- Core values
- Resilience
- Care giving
- Sense of meaning

### Year 11

- Positivity
- Leadership and Teamwork
- Kindness and Connections
- Goal Orientation
- Grit and Persistence
- Motivation

### Year 12


- Flow
- Self-Control
- Mind/Body Connection
- Sense of Meaning
- Core Values
- Decision Making
- Gratitude



# Subject Flowchart

## Stage 2

This Year 7 to Year 12 Subject Flowchart indicates the pathways students may select at Encounter Lutheran College in 2024.

		Christian Studies	Design	Cross-Disciplinary	English	Language Acquisition	Physical Education	Humanities	Mathematics	Arts	Sciences
Year 7 & 8		Christian Studies	Material Solutions (Wood)   Communication Products   Food Technology   Digital Technology		English	Japanese	Physical Education	Humanities	Mathematics	Music   Drama   Visual Art	Science
Year 9		Christian Studies	Material Solutions (Wood)   Communication Solutions   Food Technology   Digital Technology	Community Project	English	Japanese	Physical Education   Sports Science	Humanities	Mathematics	Music   Drama   Visual Art   Dance	Science
Year 10		Christian Studies	Material Solutions (Wood)   Communication Solutions   Food Technology   Digital Technology	Exploring Identities and Futures   Workplace Practices	English	Japanese	Health & Wellbeing   Physical Education   Sports Science	History   Society & Culture	Essential Mathematics   General Mathematics   Mathematical Methods   10A	Music   Drama   Visual Art   Dance	Science
Year 11		Spiritualities, Religion & Meaning	Material Solutions   Comm Solutions   Business Innovation   Food & Hospitality   Child Studies	Research Project	Essential English   English   English Literary Studies	Japanese	Physical Education	Modern History   Legal Studies	Essential   General   Methods   Specialist	Music   Drama   Visual Art   Dance	Chemistry   Biology   Physics   Earth & Environment   Psychology
Year 12		Spiritualities, Religion & Meaning	Material Solutions   Comm Solutions   Business Innovation   Food & Hospitality   Child Studies	Workplace Practices	Essential English   English   English Literary Studies	Japanese	Physical Education	Modern History   Legal Studies   Society & Culture	Essential   General   Methods   Specialist	Music   Drama   Visual Art   Dance	Chemistry   Biology   Physics   Earth & Environment   Psychology



# Homework Policy

Stage 2

## Purpose

The purpose of this policy is to formalise the expectations for homework given to Middle & Senior School students at Encounter Lutheran College and provide clarity for teachers, students, and parents.

## Scope

This policy applies to Middle & Senior School students and teachers.

## Policy Detail

### Purpose of Homework

The reasons for homework are varied and may include:

- preparation for later study in SACE or tertiary study;
- completion of work that can't be achieved in a course in the allocated class time;
- catching up on work where a student has been absent from class;
- promotion of good study habits and time management with study as part of homework;
- for students to demonstrate agency, take responsibility for their part in the educational process, and be accountable;
- provide formative feedback for the teacher on how students are progressing;
- opportunity to spend more time on something that involves deeper and more extended thought;
- help students understand that there are things they may need to make time for that they may not have wanted to do; or
- help students understand the importance of planning, being organised, and taking action to gain the best out of their learning journey.

### Amount of Homework

Homework is expected to be set. Each subject area has different success criteria and so homework will look different across each subject area, however a general guide is provided below:

- Year 7: No more than 30 minutes per subject, per week.
- Year 8: No more than 30-45 minutes per subject, per week.



- Year 9: No more than 45 minutes per subject, per week.
- Year 10: Approximately 60 minutes per subject, per week.
- SACE Subjects: Depending on the workload and how the work is completed, students may have up to half an hour of homework per night for a subject. Where possible, this will be in negotiation with what other subjects have set homework and considering deadlines for assignments.

### Setting Homework:

When setting homework teachers will:

- allow students more than one night to complete homework due to other commitments outside of school and ensure there is an appropriate amount of time to start or undertake tasks;
- ensure the expectation is clear of what is allocated as homework, when it is due, how students can get help, and how to plan for success, using SEQTA or Teams to scaffold this to ensure students can access information as required;
- document homework requirements where students can refer to it at home for recall; and
- ensure the amount of homework is individualised depending on the capabilities of the student, with ILP's used as a guide.

### Examples of homework:

- not busy work;
- completion of set work in class;
- further time for extension of a higher-level task that involves deep or transfer learning;

- provide work to give formative feedback to the teacher on their progress;
- redo work that needs improvement or a rethink;
- catching up on missed work with a plan on how to do so;
- reflection on the course or a piece of work or the best process to approach something;
- skills work to cement understanding of current concepts; or
- flipped classroom where students may watch a 'how-to' video.

### When homework will be given:

- when students have been absent with an achievable plan on how they will catch up;
- when there is an opportunity for deeper or transfer learning that requires time to gain the best response to it;
- when students are showing that they need more practice of a particular skill;
- when the teacher wants formative feedback on how the students are going to check details of their thinking and working; or
- when some background is needed to be most receptive to a new idea by doing some preparing with notes or videos etc.

# Homework Policy

Stage 2

**Homework must hold students accountable and will be checked. To ensure this occurs, teachers may:**

- spend five minutes doing a quick check that it is done and recording this;
- ask questions that check student understanding of the set homework;
- ask students to submit their homework then check it off on a list and mark it in pairs or from answers; or
- ask students in groups to share what they learnt in preparation with homework.

## **Roles & Responsibilities**

Students are required to:

- successfully plan to complete the homework around other obligations such as sport, family, and work;
- complete homework within the given time frame;
- seek assistance where required in a timely manner; and
- follow up on feedback.

## **Teachers are required to:**

- ensure an appropriate amount and time is allocated to complete homework;
- check homework regularly and give feedback;
- fit timelines around students' other obligations where possible;
- communicate with students and parents upon any non-completion;
- ensure homework is visible on SEQTA and Teams.

## **Parents are asked to:**

- be involved and interested in their child's learning;
- encourage and support time management and planning for completion around other obligations;
- contact relevant teachers with any concerns; and
- help support students with setting up and maintaining a suitable space to undertake homework



Students in the Middle School and Senior School are responsible for completing assessment tasks by the due date. If there is a legitimate reason why a student cannot complete the work, they are expected to negotiate an extension with the relevant teacher at least 2 days before the due date. The request for the extension must be accompanied by a note from a parent/caregiver together with evidence of the work completed to date.

### **What happens if the work is not submitted on time?**

If work is not submitted, is late or incomplete, consequences will apply. The rationale for this is to ensure that students who organise themselves adequately to meet deadlines are not disadvantaged.

- Students who do not submit work on the due date will attend the Study Room at lunch time to complete the assessment.
- If a student does not attend the Study Room, contact with parents/ caregivers will be made by the subject teacher.

### **Work submitted late**

- If a student does not submit work after this point, the subject teacher will contact the parents/ caregivers of the student.
- This will also be recorded in the MS/SS Learning Management System (SEQTA).





# Stage 2



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# SUBJECT FLOWCHART

7 & 8

**Music | Drama | Visual Arts**

9

**Music | Drama | Visual Arts | Dance**

10

**Music | Drama | Visual Arts | Dance**

11

**Music | Drama | Visual Arts | Dance**

12

**Music | Drama | Visual Arts | Dance**

<b>Subject</b>	Stage 2 Dance
<b>Credits</b>	20
<b>Learning Area</b>	Arts
<b>Prerequisites</b>	Stage 1 Dance preferred

### Overview

Stage 2 Dance is undertaken as a 20-credit subject (full year) that consists of three strands of dance study:

- understanding dance
- creating dance
- responding to dance.

In Stage 2 Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas.

Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. They consider the role of dance in different cultural contexts, including those of Aboriginal and Torres Strait Islander peoples, and its place in transmitting culture. They develop an appreciation of dance as an art form, as well as a life-enrichment opportunity connected to mental and physical well-being.

### Understanding Dance

In understanding dance, students develop and extend their understanding of how ideas and intentions are communicated in and through dance. They build on and refine their knowledge and understanding through dance practices focusing on the body, dance skills and technique, the elements of dance, choreographic structural devices, production elements and safe dance practices.

### Creating Dance

In creating dance, students develop and extend their practical skills in choreography and performance. They apply their knowledge, understanding, skills, and techniques to perform and create choreographic works for a range of purposes and contexts.

Study in this area includes using the elements of dance to communicate ideas, expressive skills to connect with an audience, creating original work individually and collaboratively, application of technologies, improvisation and the application of appropriate compositional structure.

### Responding to Dance

In responding to dance, students reflect on how meaning is communicated in their own and others' work, including work from a range of cultural perspectives and artistic and industry innovators. They select and reflect on strategies to develop and refine their own performances and dance works, and those of others.

Students build confidence in using appropriate terminology, strengthening their dance literacy to discuss key elements of performance and choreography. This may include: reflection and analysis of their own work, identifying an individuals' contribution to dance, the study of industry innovators or professionals and the refinement of their own practical skills or choreography.



# Dance

## Evidence of Learning

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

School assessment (70%)

- Assessment Type 1: Performance Portfolio (40%)
- Assessment Type 2: Dance Contexts (30%)

External assessment (30%)

- Assessment Type 3: Skills Development Portfolio (30%).

Students provide evidence of their learning through four assessment tasks, including the external assessment component. Students complete:

- one performance portfolio
- two dance contexts tasks — a recording and a choreographic analysis
- one skills development portfolio.





<b>Subject</b>	Stage 2 Drama
<b>Credits</b>	20
<b>Learning Area</b>	Arts
<b>Prerequisites</b>	Stage 1 Drama preferred

### Overview

In Drama, students engage in learning as practising dramatic artists. They learn to think and act as artists, and to develop as cultural leaders and creative entrepreneurs.

Students develop their capacities as critical and creative thinkers, meaningful storytellers, and lifelong learners. They learn highly valuable and transferable life skills, including problem-identifying and problem-solving, collaboration skills, project-work skills, informed risktaking, creativity and innovation skills, and applied entrepreneurial skills — including maximising viability and sustainability.

Through focused practical and theoretical study, and by visualising and making real drama products, students collaborate to create valuable and viable outcomes for audiences, and analyse and evaluate artistic processes and products.

Students adopt individual roles from a variety of options within the dramatic fields of theatre and/ or screen. They refine their understanding and internalisation of these roles to create innovative dramatic outcomes that reflect the world as it is, and imagine the world as it might be.

Drama asks us to question — as individuals, as societies, and as a species — not what we do and how we do it, but also why we choose to think and do things the way we do.

In this subject, students are expected to:

- explore and understand dramatic theories, texts, styles, conventions, roles, and processes
- experiment with dramatic theories, ideas, aesthetics, processes, and technologies
- apply dramatic ideas, theories, and practice to develop dramatic outcomes collaboratively and individually
- apply and integrate the skills of drama to create and present original and culturally meaningful dramatic products

### Evidence Of Learning

Students provide evidence of their learning through four assessments

School Assessment (70%):

- Assessment Type 1: Group Production (40%) - Students engage in a group performance, and then present a video reflection and evaluation of their process.
- Assessment Type 2: Evaluation and Creativity (30%) - One or two tasks, within which students respond to existing works and incorporate their learning into the development of new work.

External Assessment (30%):

- Assessment Type 3: Creative Presentation (30%) – Students work in small groups to transform a text into a new, innovative piece of theatre. Their Folio of Evidence, demonstrating their process in either an on or off-stage role(s), is presented for assessment.

<b>Subject</b>	Stage 2 Music Explorations
<b>Credits</b>	20
<b>Learning Area</b>	Arts
<b>Prerequisites</b>	Stage 1 Music, and 2 years of instrumental or vocal tuition for performance focused students

### Evidence Of Learning

Students provide evidence of their learning through three assessments.

- Assessment Type 1: Musical Literacy task (30%) – 3 tasks
- Assessment Type 2: Explorations portfolio (40%)
- Assessment Type 3: Creative Connections (30%)

### Overview

Music Explorations is a course designed for students who are interested in exploring and experimenting with musical styles, influences, techniques, and music production, as they develop their understanding of music. Students choose to explore music through either performing, composing or arranging. They initially explore the work of other artists, and then experiment with applying those ideas to their creative works. They build a portfolio of these explorations, with commentary on their musical learning and development.

Students develop their musical literacy through responding to and discussing their own and others' works, as well as a compulsory melody composition. The external assessment requires students to synthesize and apply the findings from their explorations to create a final creative product and a discussion.

It is recommended that students who are planning a performance focus in this course undertake regular lessons with an instrumental or voice teacher.



<b>Subject</b>	Stage 2 Music Performance: Ensemble
<b>Credits</b>	10
<b>Learning Area</b>	Arts
<b>Prerequisites</b>	At least 1 semester of Stage 1 Music Advanced or a full year of Stage 1 Music Experience

### Overview

Stage 2 Music Performance: Ensemble is a 10-credit subject that consists of three interconnected strands:

- understanding music
- creating music (performance)
- responding to music

Music Performance: Ensemble is a course designed for students who want to develop their skills in performing as part of a group.

Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire. Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works.

They express their musical ideas through performing, critiquing, and evaluating their own performances. They develop ensemble performance skills as well as aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions in ensemble performance.

Students are required to participate in regular rehearsals and performances, some of which may be outside school hours.

### Evidence Of Learning

Students provide evidence of their learning through three assessments, that each include 6-8 minutes of live performance and individual part testing. All performances and individual part-tests are video-recorded for assessment.

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)
- Assessment Type 3: Performance Portfolio (30%)

*Special Note:* Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or their voice. Students without this background may have difficulty in successfully meeting the performance standards for this subject. It is also a requirement that all students who enrol in this course undertake regular instrumental lessons with a specialist instrumental teacher.

<b>Subject</b>	Stage 2 Music Performance: Solo
<b>Credits</b>	10
<b>Learning Area</b>	Arts
<b>Prerequisites</b>	At least 1 semester of Stage 1 Music Advanced or a full year of Stage 1 Music Experience

### Overview

Stage 2 Music Performance - Solo is a 10-credit subject that consists of three interconnected strands:

- understanding music
- creating music (performance)
- responding to music

Music Performance - Solo is a course designed for students who are interested in developing their skills as a solo performer. Students develop and extend their musical skills and techniques in creating performances and engaging audiences. They interpret musical works, and apply their understanding of the style, structure, and conventions appropriate to the repertoire.

Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works. They express their musical ideas through performing, critiquing, and evaluating their own performances and learning journey. They are required to participate in regular performances, some of which may be outside school hours.

### Evidence Of Learning

Students provide evidence of their learning through three assessments, that each involve 6-8 minutes of live performance as a soloist. All performances are video-recorded for assessment.

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)
- Assessment Type 3: Performance Portfolio (30%)

*Special Note:* Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or their voice, and be comfortable performing as a soloist in public.

Students without this background may have difficulty in successfully meeting the performance standards for this subject. It is also a requirement that all students who enrol in this course undertake regular instrumental lessons with a specialist instrumental teacher.



# Visual Arts: Art

<b>Subject</b>	Stage 2 Visual Arts
<b>Credits</b>	20
<b>Learning Area</b>	Arts
<b>Prerequisites</b>	Stage 1 Visual Arts Preferred

## Overview

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

For the 20-credit subject, the following three areas of study must be covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

## Evidence Of Learning

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

- Assessment Type 1: Folio (40%)
- Assessment Type 2: Practical (30%)
- Assessment Type 3: Visual Study (30%)

Students produce:

- one folio
- two practical works, including a practitioner's statement for both practical works
- one visual study

# Visual Arts: Design

<b>Subject</b>	Stage 2 Visual Arts: Design
<b>Credits</b>	20
<b>Learning Area</b>	Arts
<b>Prerequisites</b>	Stage 1 Visual Arts Preferred

## Overview

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

An integral part of Visual Arts is the documentation of visual thinking. Through the initiation and development of ideas, problem solving, experimentation, and investigation in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

By analysing other practitioners' works of design, students gain knowledge and understanding of their styles, concepts, content, forms, and conventions, and learn to respond to these works in informed ways.

A range of approaches to the interpretation of works of design from different cultures and contexts is used to explore the messages and meanings that these works communicate.

## Evidence Of Learning

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

- Assessment Type 1: Folio (40%)
- Assessment Type 2: Practical (30%)
- Assessment Type 3: Visual Study (30%)

## SUBJECT FLOWCHART

**Christian Studies**

**Christian Studies**

**Christian Studies**

**Spiritualities Religion and Meaning**

**Spiritualities Religion and Meaning |  
Vetamorphus**

# Spiritualities Religion and Meaning

## Stage 2

<b>Subject</b>	Stage 2 Spiritualities Religion and Meaning
<b>Credits</b>	10
<b>Learning Area</b>	Christian Studies
<b>Prerequisites</b>	Nil

### Overview

Australia is a land of many spiritualities and religions. Aboriginal and Torres Strait Islander spiritualities are at least 65,000 years old, forming part of the oldest continuous cultures on the planet. Since Australia was colonised in the late 18th century, spiritualities and religions have arrived with many different groups of migrants, making this country one of the most multicultural and religiously diverse in the world.

While their definitions are widely contested, spirituality and religion both invite engagement with the transcendent, and provide meaning, purpose, and a sense of belonging. Spiritualities and religions can inform an individual's identity, as well as their interconnection with creation.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

At Stage 2, students engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a spiritual and/or religious perspective and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions.

For this 10-credit subject, 2 of the following Big Ideas forms the basis of the course and assessment tasks:

- Growth, belonging, and flourishing
- Community, justice, and diversity

- Story, visions, and futures
- Spiritualities, religions, and ultimate questions
- Life, the universe, and integral ecology
- Evil and suffering

### Evidence Of Learning

The following Assessment types enable students to demonstrate their learning in Stage 2 Spiritualities Religion and Meaning:

- Assessment Type 1: Reflective Analysis (40%)
- Assessment Type 2: Connections Task (30%)
- Assessment Type 3: Transformative Action (30%)

<b>Subject</b>	Vetamorphus
<b>Credits</b>	20
<b>Learning Area</b>	Certificate III in Christian Ministry & Theology (10432NAT)
<b>Prerequisites</b>	Nil

### Overview

Vetamorphus is a Christian Leadership and Development Program that has been designed specifically for students with a passion to develop their faith and improve their leadership skills.

Students gain skills, through practical experiences through 'hands on' ministry by partnering in projects with the school, local church or through social justice and community work.

The program is challenging, with hands-on activities that takes students outside their comfort zone and exposes them to a diverse range of people and experiences.

Students will be encouraged to delve into their faith, question their own ideas, perceptions and prejudices. They can expect to grow in their relationship with Christ, and develop their understanding of what it means to live out their faith in Christ and lead in the world in which they live.

### Course Components

1. **Ministry Practice (Major & Minor)** - Students participate in ministry experiences of their choice. The ministry practice is about developing a heart to serve, whilst discovering and growing in their gifts. Students may serve in their school, church or wider community.

2. **Retreats** - Students attend three weekend retreats. Students gather together with their peers from all over South Australia to be equipped and inspired through times of worship, personal reflection, teaching and group activities.
3. **Peer Group** - Students meet weekly with a supervisor and other students during each school term. Peer group includes learning exercises and student presentations
4. **Bible Engagement** - Students engage with the majority of the New Testament, journaling their insights, discoveries and questions. These reflections are then discussed each week with their Peer Group.
5. **Mentoring** (minimum of 7) - Students meet regularly with a mature Christian in a mentoring relationship. The mentor provides support and encouragement to the student as they journey through Vetamorphus.
6. **Christian Community** (30 gatherings) - Students gather together regularly in Christian Community, discovering what it means to be a part of the Body of Christ.

### Accreditation

On successful completion of Vetamorphus, students receive a nationally accredited qualification, Certificate III in Christian Ministry and Theology (10432NAT).

An additional fee of \$600 applies to this subject.



SUBJECT FLOWCHART

English

English

English

Essential English | English |  
English Literary Studies

Essential English | English |  
English Literary Studies

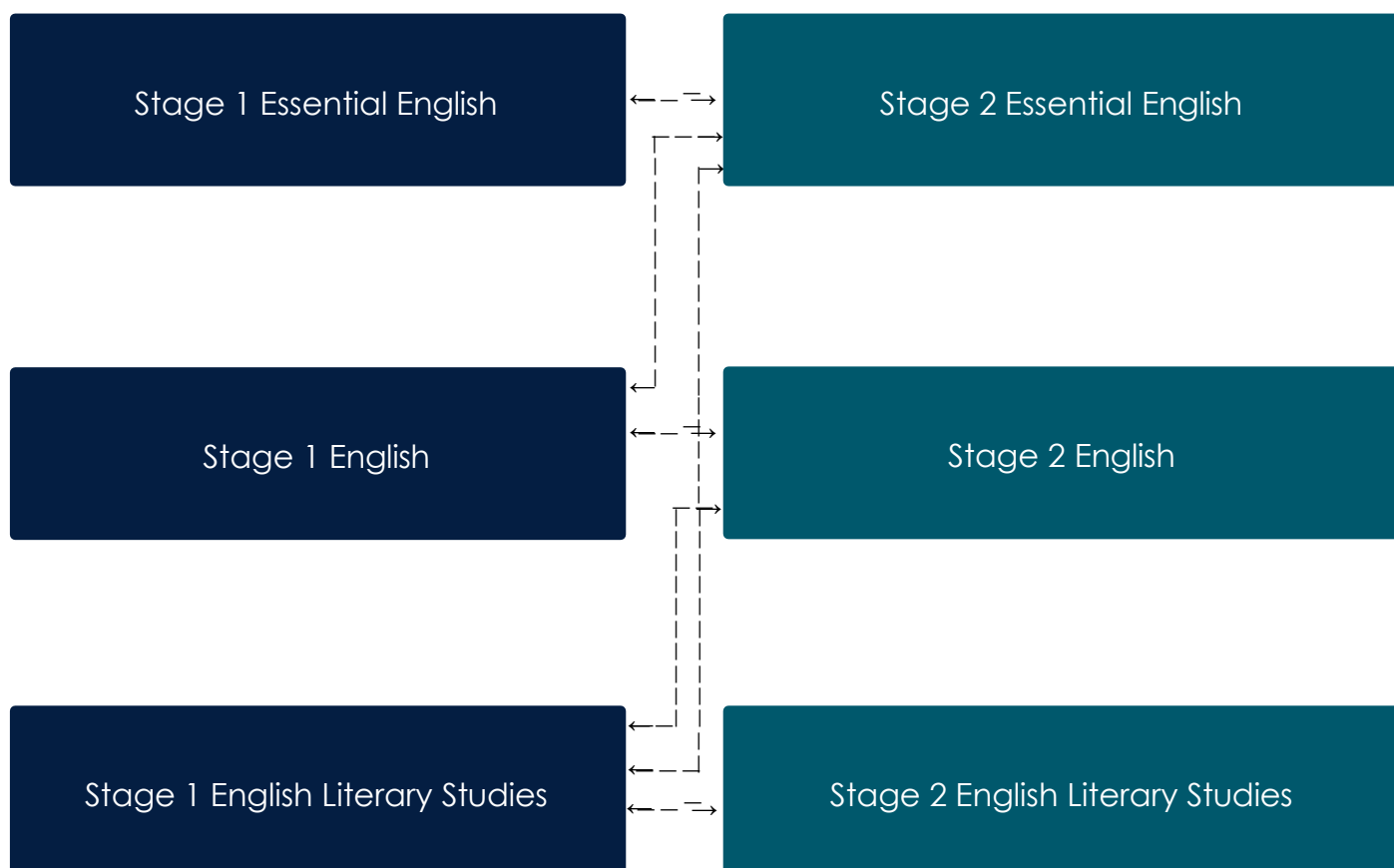
### English options based on Year 11 grades

	English Literary Studies	English	Essential English
<b>A</b>	✓	✓	
<b>B</b>	Only with teacher recommendation	✓	
<b>C</b>		Only with teacher recommendation	✓
<b>D</b>			
<b>E</b>			

Students must select from either Essential English, English or English Literary Studies.

The study of English provides students with a focus for informed and effective participation in education, training, the workplace, further study and their personal environment. Students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different audiences and different purposes. Stage 1 English subjects cater for students with a range of learning styles and articulates with the Stage 2 English subjects.

### Links between Stage 1 and Stage 2



<b>Subject</b>	Stage 2 Essential English
<b>Credits</b>	20
<b>Learning Area</b>	English
<b>Prerequisites</b>	'C' grade in Stage 1 English or Essential English

### Overview

Essential English focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in many contemporary contexts including everyday, community, social, further education, training and workplace contexts. Essential English is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways, but the flexibility in the design of the course means that content can be tailored towards individual student's interest areas.

The subject develops students' language, literacy and literary skills to enable students to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

English students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written and multimodal texts, including literary, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape different points of view and perspectives.

Both independently and collaboratively, they apply their knowledge to create interpretive, imaginative, analytical and persuasive texts in different modes and mediums.

Essential English aims to develop students':

- skills in listening, speaking, reading, viewing and writing;
- capacity to create texts for a range of purposes, audiences and contexts;
- understanding and appreciation of different uses of language;
- capacity to use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts;
- understanding of the ways in which text structure, stylistic feature and register combine to make meaning and influence responses;
- proficiency in using and creating multimodal, literary and digital texts.

### Evidence Of Learning

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

- Assessment Type 1: Responding to Texts 30%
- Assessment Type 2: Creating Texts 40%
- Assessment Type 3: Language Study 30%

Students demonstrate their learning through seven assessments including the external assessment.

<b>Subject</b>	Stage 2 English
<b>Credits</b>	20 (Full Year)
<b>Learning Area</b>	English
<b>Prerequisites</b>	'B' Grade or higher in Stage 1 English

### Overview

Stage 2 English is primarily concerned with the use of written and oral language. Students create, analyse and evaluate a range of text types.

The emphasis is on forms of communication appropriate to specific purposes, contexts and audiences. It is therefore an ideal subject for those students who wish to develop their communication skills for tertiary studies and careers, including the Professions, the Sciences, Engineering and Health Sciences, where clear, precise, accurate and effective communication is seen as important.

Students will explore, analyse and evaluate texts, such as poetry, drama, media, film and prose, as well as produce their own texts. The emphasis will be on: understanding the ideas; characteristics of texts; the purpose of the communication; and an exploration of the language structures and conventions used.

As well, students are expected to refine their own text composition skills and develop a critical awareness of how their texts may be interpreted or used. There are compulsory oral components in the course.

Stage 2 English is a pathway intended for students who are focussing on further tertiary study. It leads to any language based course, such as Journalism or Law, but also vocational areas such as editing. English is a prerequisite subject if a student wishes to study at a university outside South Australia.

### Evidence Of Learning

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

- Assessment Type 1: Responding to Texts 30%
- Assessment Type 2: Creating Texts 40%
- Assessment Type 3: Comparative Analysis 30%

Students will demonstrate evidence of learning through eight assessments, including the external assessment.





<b>Subject</b>	Stage 2 English Literary Studies
<b>Credits</b>	20 (Full Year)
<b>Learning Area</b>	English
<b>Prerequisites</b>	'B' Grade or higher in Stage 1 English Literary Studies

### Overview

Stage 2 English Literary Studies is a rigorous study of English Literature, which concentrates on how authors of novels, plays, poems and films create and convey their ideas. The course 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.

English Literary Studies is a pathway intended for students who are focussing on University Entrance. It leads to any

language based course, such as Journalism or Law, but also Management, Marketing, Media, Social Sciences and Teaching at both the secondary and tertiary level. English is a prerequisite subject if a student wishes to study at a university outside South Australia.

### Evidence Of Learning

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

- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)
- Assessment Type 3: Text Study:
  - Part A: Comparative Text Study (15%)
  - Part B: Examination (15%)

Students will demonstrate evidence of learning through eight assessments, including the external assessment.

*Special Note:* Students should be aware that English Literary Studies involves reading a number of different texts in their own time, and that they should possess good essay writing skills before commencing the course. Interested students should discuss this as an option with their current English teacher prior to the end of Semester 1 of Year 11.

## SUBJECT FLOWCHART

7 & 8

**Humanities**

9

**Humanities**

10

**History |  
Society & Culture**

11

**Modern History | Legal Studies**

12

**Modern History | Legal Studies |  
Society & Culture**

<b>Subject</b>	Stage 2 Legal Studies
<b>Credits</b>	20
<b>Learning Area</b>	Humanities & Social Sciences
<b>Prerequisites</b>	Year 11 Legal Studies preferred

### Overview

Law is intended to facilitate fairness, justice and harmony within communities. Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes, and prepares students to be informed and articulate in matters of the law and society.

Central to Legal Studies is an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and the dis-empowered, and certainty and flexibility. Laws must constantly evolve in order to resolve these tensions, while also responding to changes in community values and circumstances.

Legal Studies is explored through the mechanism of asking 'big questions'. Big questions stimulate deep thinking and engagement, and the consideration of a range of perspectives.

Students must develop an argument in response to these questions, by evaluating, analysing and applying contextually appropriate legal principles, processes, evidence and cases. Students consider a range of perspectives to make recommendations for reforms to the legal system and laws.

Stage 2 Legal Studies is a 20-credit subject that consists of the following three topics:

- Topic 1: Sources of Law
- Topic 2: Dispute Resolution
- Topic 3: The Constitution

### Assessment

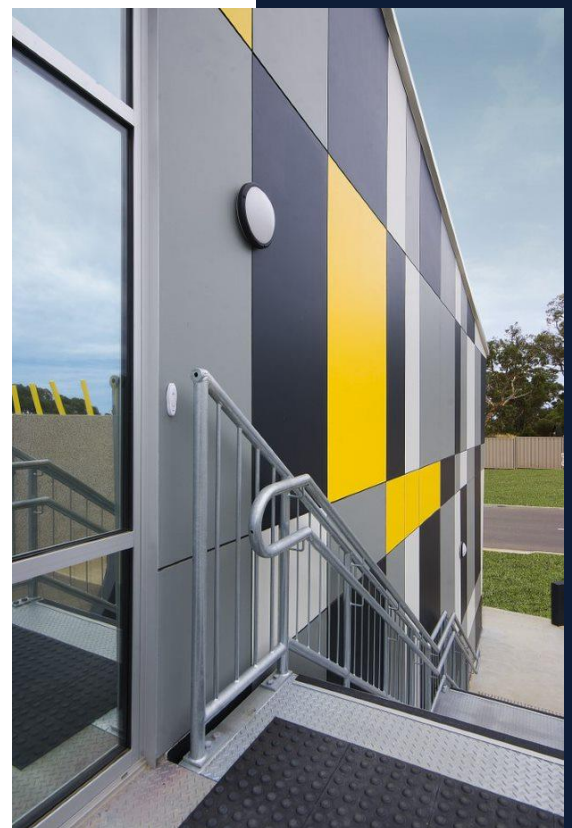
The following assessment types enable students to demonstrate their learning:

- Assessment Type 1: Folio (40%)
- Assessment Type 2: Inquiry (30%)
- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through six assessments, including the external assessment component.

Students undertake:

- Four assessments for the folio
- One inquiry
- One examination



<b>Subject</b>	Stage 2 Modern History
<b>Credits</b>	20
<b>Learning Area</b>	Humanities & Social Sciences
<b>Prerequisites</b>	Stage 1 Modern History

### Overview

The Modern History subject is undertaken as a 20-credit (full year) subject at Stage 2.

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Students will:

- understand and explore historical concepts;
- understand and explore the role of ideas, people, and events in history;
- analyse ways in which the development of modern nations has been shaped by both internal and external forces and challenges;
- analyse interactions and relationships among nations, states, and/or groups, and their short and long-term impacts on national, regional, and/or international development;

- apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments;
- draw conclusions and communicate reasoned historical arguments;

Students will study one topic from 'Modern Nations' and one topic from 'The World Since 1945'. Students complete two historical skills assessments based on the topic they have studied from 'Modern Nations', for the school assessment. They also complete an argumentative essay based on the topic from 'Modern Nations', in the external examination.

Students explore relationships among nations, states, and groups, and examine some significant and distinctive features of the world since 1945, to understand the contemporary world.

### Assessment

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

- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)
- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through seven assessments, including the external assessment component.

Students undertake:

- Five historical skills assessments
- One historical study
- Examination



<b>Subject</b>	Stage 2 Society and Culture
<b>Credits</b>	10
<b>Learning Area</b>	Humanities
<b>Prerequisites</b>	Nil

### Overview

Society and Culture is studied as a 10-credit subject (1 semester) at Stage 2.

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

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

Students use inquiry processes to explore concepts of society and culture in Australian (local and national) and global contexts. They choose and explore a range of primary and secondary sources and evaluate different viewpoints and perspectives. They learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Students develop their skills in collaborative and independent thinking and inquiry by investigating the causes and consequences of a broad range of social issues and actions. They communicate informed opinions in a range of ways. Students have the opportunity to build

intercultural understanding by exploring the history, knowledge, and contemporary cultures of different peoples.

For a 10-credit subject, it is recommended that students study one or two topics. The choice of topics should reflect the variety of experiences, backgrounds, and interests that students bring to their studies.

### Group 1 Topics: Culture

- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World

### Group 2 Topics: Contemporary Challenges

- Social Ethics
- Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment

### Group 3 Topics: Global Issues

- Globalisation
- A Question of Rights
- People and Power

### Evidence of Learning

- Assessment Type 1: Folio (50%)
- Assessment Type 2: Interaction (20%)
- Assessment Type 3: Investigation (30%).

## SUBJECT FLOWCHART

7 & 8

9

**Community Project**

10

**Stage 1 Exploring Identities and Futures (EIF) |  
Stage 1 Health and Wellbeing | Workplace  
Practices**

11

**Stage 2 Activating Identities and Futures**

12

**Stage 2 Workplace Practices**

<b>Subject</b>	Stage 2 Workplace Practices
<b>Credits</b>	10
<b>Learning Area</b>	Cross-Disciplinary
<b>Prerequisites</b>	Nil

### Overview

In this subject students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations.

This subject is suited to students who have, or who are undertaking vocational education and training (VET), School Based Apprenticeships or part time employment as it builds upon their experience of training and the workplace. It is a requirement of this course that students undertake 25-30 hours in a workplace.

This area of study enables students to develop knowledge and understanding of the nature, type, and structure of the workplace, including local, national, and global workplaces.

Topics may include the following:

- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topics

### Evidence Of Learning

- Assessment Type 1: Folio (25%)
- Assessment Type 2: Performance (25%)
- Assessment Type 3: Reflection (20%)
- Assessment Type 4: Investigation (30%)

## SUBJECT FLOWCHART

7 & 8

Japanese

9

Japanese

10

Japanese

11

Japanese

12

Japanese



<b>Subject</b>	Stage 2 Japanese
<b>Credits</b>	20
<b>Learning Area</b>	Languages
<b>Prerequisites</b>	Stage 1 Japanese

### Overview

Students interact with others and create texts in Japanese to share information, ideas, opinions and experiences. Students will create texts in Japanese to express information, feelings, ideas and opinions.

They analyse texts to interpret meaning, and examine relationships between language, culture and identity and reflect on the way in which culture influences communication.

### Assessment

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

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)
- Assessment Type 3: Examination (30%)

Students undertake:

- Three to five assessments for the Folio
- One oral presentation in Japanese, one written response to the topic in Japanese and one reflective response in English for the In-depth Study
- One oral examination
- One written examination



## SUBJECT FLOWCHART

**Mathematics**

**Mathematics**

**Essential Mathematics | General  
Mathematics | Mathematical  
Methods | 10A**

**Essentials | General | Methods | Specialist**

**Essentials | General | Methods | Specialist**

Individuals require many aspects of mathematics in order to function adequately as members of society. The unprecedented changes that are taking place in the world will profoundly affect the future of today's students. The effective use of technology and the processing of large amounts of quantitative data are becoming more important.

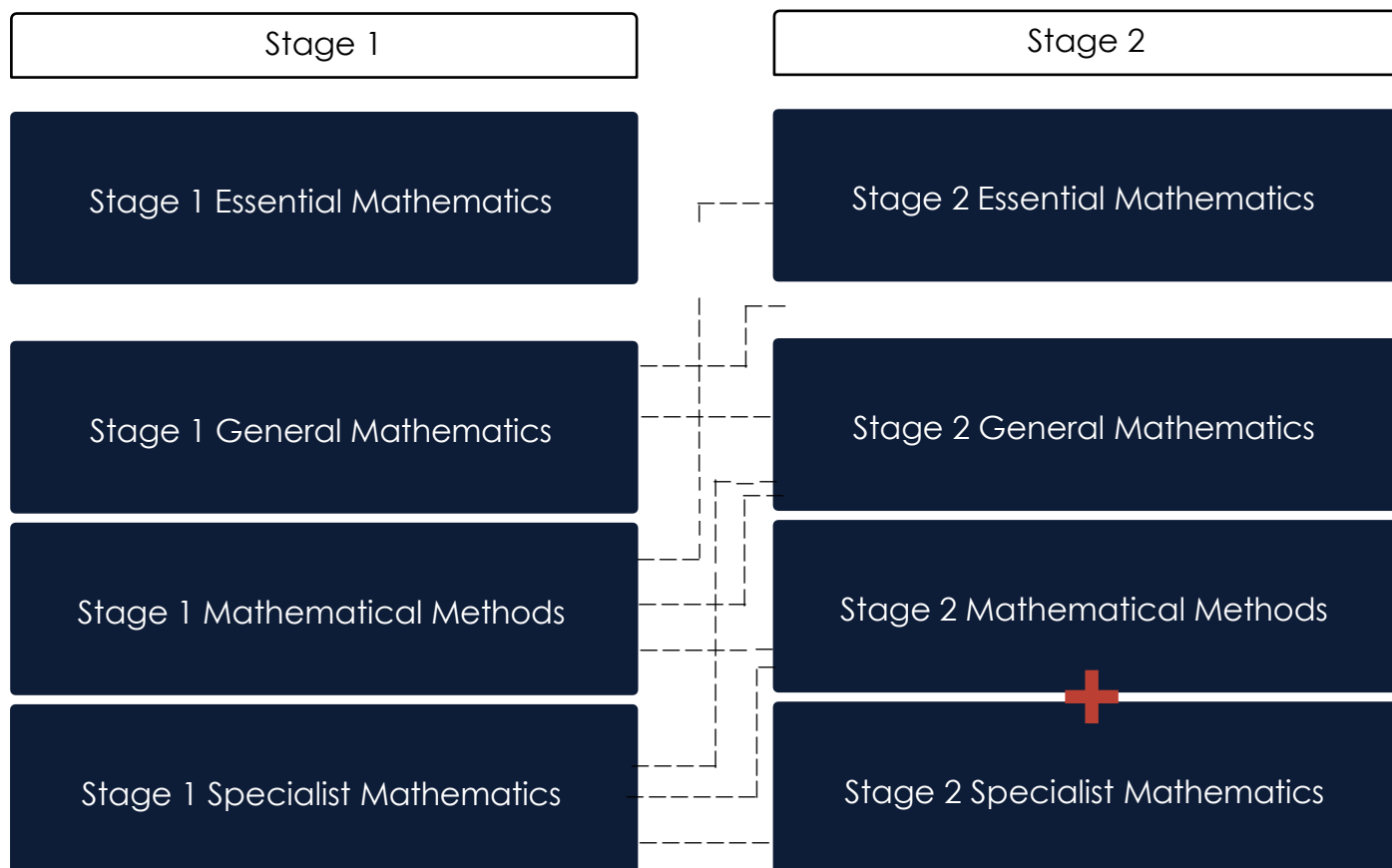
Mathematics is increasingly relevant to the workplace and in everyday life. The study of mathematics provides students with the abilities and skills to thrive now and in the future.

Mathematics is much more than a collection of concepts and skills; it is a way of approaching new challenges by investigating, modelling, reasoning, visualising, and problem-solving, with the goal of communicating to others the relationships observed and problems solved.

Mathematics enables students to identify, describe, and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come so they can more fully understand the world and be knowledgeable participants in it.

Mathematics is a universal language that is communicated in all cultures. It is appreciated as much for its beauty as for its power. Mathematics can be seen in patterns in nature and art, in the proportions in architecture, in the form of poetry, and in the structure of music. Mathematics describes systematic, random, and chaotic behaviour; it is about relationships, exploration, intuition, and strategy.

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.



<b>Subject</b>	Stage 2 Essential Mathematics
<b>Credits</b>	20
<b>Learning Area</b>	Mathematics
<b>Prerequisites</b>	C or higher in Year 11 General or Methods

### Evidence Of Learning

The following assessment types allow students to demonstrate their learning:

- Assessment Type 1: Skills and Application Tasks (30%)
- Assessment Type 2: Folio (40%)
- Assessment Type 3: Exam (30%)

Students undertake:

- Four skills and application tasks
- Two investigations
- One examination

### Overview

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

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

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

Stage 2 Essential Mathematics comprises of the following topics:

- Scales, plans, and models
- Measurement
- Business applications
- Statistics
- Investments and loans
- Open topic



<b>Subject</b>	Stage 1 General Mathematics
<b>Credits</b>	20
<b>Learning Area</b>	Mathematics
<b>Prerequisites</b>	C grade or higher in Year 11 General Mathematics or Mathematical Methods

### Overview

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

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

Stage 2 General Mathematics comprises of the following topics:

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

### Evidence Of Learning

The following assessment types allow students to demonstrate their learning:

- Assessment Type 1: Skills and Applications Tasks (40%)
- Assessment Type 2: Mathematical Investigations (30%)
- Assessment Type 3: External Examination (30%)

Students undertake:

- five skills and applications tasks
- two investigations
- one examination



<b>Subject</b>	Stage 2 Mathematical Methods
<b>Credits</b>	20
<b>Learning Area</b>	Mathematics
<b>Prerequisites</b> B Grade or higher in Stage 1 Mathematical Methods A, B & C	

### OVERVIEW

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. Stage 2 Mathematical Methods comprises of the following areas of study:

- Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions,
- Continuous Random Variables and the Normal
- Distribution

- Sampling and Confidence Intervals
- Trigonometric Functions

### ASSESSMENT

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Folio (20%)

External Assessment (30%)

- Assessment Type 3: External Examination (30%)

Students undertake:

- six skills and applications tasks
- one investigation
- one examination

<b>Subject</b>	Stage 2 Specialist Maths
<b>Credits</b>	20
<b>Learning Area</b>	Mathematics
<b>Prerequisites</b>	B Grade or higher in Stage 1 Mathematical Methods A, B and C and in Year 11 Specialist Mathematics.

### OVERVIEW

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.

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.

Stage 2 Specialist Mathematics comprises of the following areas of study:

- Proof by Induction
- Functions and Graphs
- Real Polynomials and Complex Numbers
- Vectors in 3D
- Integral Calculus
- Differential Equations

### EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Skills and Applications Tasks (50%)

- Assessment Type 2: Folio (20%)

External Assessment (30%)

- Assessment Type 3: External Examination (30%)

Students undertake:

- six skills and applications tasks
- one investigation
- one examination





## SUBJECT FLOWCHART

**Physical Education**

**Physical Education | Sport Science**

**Physical Education | Sport Science**

**Physical Education**

**Physical Education**



<b>Subject</b>	Stage 2 Physical Education
<b>Credits</b>	20
<b>Learning Area</b>	Health & Physical Education
<b>Prerequisites</b>	Year 11 Physical Education preferred

### Overview

In Stage 2 Physical Education, learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme based games, laboratories, and fitness and recreational activities).

Students explore movement concepts and strategies to promote and improve participation and performance outcomes. These movement concepts and strategies include:

- body awareness
- movement quality
- spatial awareness
- relationships
- executing movement
- creating space
- interactions
- making decisions.

The application of a conceptual framework that promotes deep learning in, through, and about physical activity ensures that students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Students investigate improvements in human physical activity from participation. This promotes aspects such as inclusivity and equity to be integrated throughout learning activities. They apply their understanding of movement concepts to evaluate aspects of their own or others' physical activity and implement strategies to improve their performance and the participation of others. Reflection and evaluation takes on a strong focus, whereby allowing them to make greater meaning of these experiences.

The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics. Data will be used as primary evidence to support student learning outcomes.

### Evidence Of Learning

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

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)
- Assessment Type 3: Examination (30%)

SUBJECT FLOWCHART

7 & 8

**Science**

9

**Science**

10

**Science | Earth and Environmental Studies**

11

**Chemistry | Psychology | Biology | Physics |  
Earth and Environmental Science**

12

**Chemistry | Psychology | Biology | Physics |  
Earth and Environmental Science**

<b>Subject</b>	Stage 2 Biology
<b>Credits</b>	20
<b>Learning Area</b>	Sciences
<b>Prerequisites</b>	B Grade or higher in Year 11 Biology

### Overview

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.

Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving everyday and complex problems and challenges.

Students study four topics:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

### Evidence Of Learning

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)
- Assessment Type 3: Examination (30%)

<b>Subject</b>	Stage 2 Chemistry
<b>Credits</b>	10
<b>Learning Area</b>	Sciences
<b>Prerequisites</b>	B Grade or higher in Year 11 Chemistry

### Overview

Through the study of Chemistry, students develop the necessary skills to enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Students study four topics:

- Topic 1: Monitoring the environment
- Topic 2: Managing chemical processes
- Topic 3: Organic and biological chemistry
- Topic 4: Managing resources.

### Evidence Of Learning

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)
- Assessment Type 3: Examination (30%)

<b>Subject</b>	Stage 2 Physics
<b>Credits</b>	20
<b>Learning Area</b>	Sciences
<b>Prerequisites</b>	B Grade or higher in Stage 1 Physics

### Overview

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. 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. Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

Students study three topics:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

Students undertake:

- at least two practical investigations and one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination

### Evidence Of Learning

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)
- Assessment Type 3: Examination (30%)

<b>Subject</b>	Stage 2 Psychology
<b>Credits</b>	20
<b>Learning Area</b>	Sciences
<b>Prerequisites</b>	Stage 1 Psychology

### Overview

Studying Psychology allows students to develop a range of skills including: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real world situations; how to investigate psychological issues; and how to be an effective communicator.

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds.

Psychology also addresses the ways in which behaviour can be changed. It offers a means of liberation for both individuals and societies. It can help not only individuals who are in distress but also those who seek a more satisfying and fulfilling life. It offers a means for making society more cohesive, creative, and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies.

Students study five topics:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

### Evidence Of Learning

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)
- Assessment Type 3: Examination (30%)





# Earth and Environmental Science

Stage 2

<b>Subject</b>	Stage 2 Earth and Environmental Science
<b>Credits</b>	20
<b>Learning Area</b>	Sciences
<b>Prerequisites</b>	NA

## Overview

In Earth and Environmental Science students study the interaction between the four Earth systems: the geosphere, atmosphere, hydrosphere and biosphere. They describe and characterize environments through systems thinking and a multidisciplinary approach.

The subject emphasises ways in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes.

Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate information, and synthesise and use evidence to construct and justify conclusions.

Students integrate and apply a range of understanding and inquiry skills that encourage and inspire them in thinking scientifically, contributing their own solutions to current and future problems and challenges, and pursuing scientific pathways, including in environmental science, geology, meteorology, oceanography, seismology, metallurgy, and scientific research.

Students study four topics:

- Earth sciences
- Earth's resources
- Earth's sustainable future
- Climate change

## Evidence of Learning

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)
- Assessment Type 3: Earth System Study (30%)



# Design

## SUBJECT FLOWCHART

**Design Technology**

**Design Technology**

**Communication Solutions | Digital Technology  
Food Technology | Material Solutions**

**Business Innovation | Communication  
Solutions | Food & Hospitality | Material  
Solutions | Child Studies**

**Business Innovation | Communication  
Solutions | Food & Hospitality | Material  
Solutions | Child Studies**

<b>Subject</b>	Stage 2 Business Innovation
<b>Credits</b>	20
<b>Learning Area</b>	Business, Enterprise and Technology
<b>Prerequisites</b>	Stage 1 Business Innovation preferred

### Overview

In Stage 2, students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. They engage with complex, dynamic real world problems, to identify and design, test, iterate, and communicate viable business solutions.

Students 'learn through doing' in Business Innovation, using design thinking and assumption based planning processes to anticipate, find, and solve problems. They learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined. Integral to this is the opportunity for students to work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information.

In Business Innovation students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

Students explore at least two of these contexts. Through these contexts, students develop and apply their understanding of the following underpinning learning strands:

- innovation
- decision-making and project management
- financial literacy and information management
- global, local, and digital perspectives.

Students gain an understanding of fundamental business concepts and ideas, including:

- the nature and structure of business
- sources of finance
- forms of ownership
- legal responsibilities and requirements.

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

### Evidence Of Learning

- Assessment Type 1: Business Skills (40%)
- Assessment Type 2: Business Model (30%)  
External Assessment (30%)
- Assessment Type 3: Business Plan and Pitch (30%)

Students provide evidence of their learning through six assessments. Students undertake:

- three business skills tasks
- one business model
- one business plan and pitch

# Communication Solutions: Photography

Stage 2

<b>Subject</b>	Stage 2 Digital Communications Solutions
<b>Credits</b>	20
<b>Learning Area</b>	Business, Enterprise and Technology
<b>Prerequisites</b>	Nil

## Overview

Students will engage in processes of designing, making and appraising their work and will search for innovative ways to put their ideas into practice.

The Digital Communication Solutions course follows the design cycle of investigating, planning, producing, and evaluating.

Students will undertake two skills and applications tasks to develop their basic photographic understanding. These will include the application of Photographic Techniques and Post-production Techniques (use of Adobe Photoshop and Lightroom).

Students will then produce a ePortfolio and engage in the design process of preparation for creating their final major product.

Students will combine their technical understanding with the design cycle to create one major product within the constraints of a design brief.

Methodology will include:

- Photoshop tutorials
- Demonstrations
- Investigation
- Experimentation
- Formative and summative photographic exercises
- Photographic excursion

## Evidence Of Learning

- Specialised Skills Tasks (20%)
- Design Process and Product (50%) External Assessment (30%)
- Resources Study (30%)





# Material Solutions: Wood Technology

## Stage 2

<b>Subject</b>	Stage 2 Material Solutions
<b>Credits</b>	20
<b>Learning Area</b>	Business, Enterprise and Technology
<b>Prerequisites</b>	Stage 1 Material Solutions Preferred

### Overview

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.

Students investigate and critically analyse a range of products, processes, and production techniques used in industrial situations. This information is used to create potential solutions through the design and creation of products and systems. Students identify demands on their design, taking cost, ethical, cultural, and environmental issues into account. They explain how their ideas address these demands, and use their analysis to produce proposals for the present and future.

The learning requirements for Stage 2 Design and Technology emphasise the importance of the design process as a preliminary to the realisation process.

The content of Stage 2 Material Solutions is organised into three focus areas:

- communication products
- material products
- systems and control products.

### Evidence Of Learning

The following assessment types enable students to demonstrate their learning in Stage 2 Design: Material Solutions (Wood):

- Assessment Type 1: Skills and Applications Tasks (20%)
- Assessment Type 2: Product (50%)
- Assessment Type 3: Folio (30%)





<b>Subject</b>	Stage 2 Food & Hospitality
<b>Credits</b>	20
<b>Learning Area</b>	Business, Enterprise and Technology
<b>Prerequisites</b>	Stage 1 Food & Hospitality Preferred

### Overview

In Stage 2 Food and Hospitality, students focus on the contemporary and changing nature of the food and hospitality industry. Students diagnostically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels. Students will further develop skills in using technology and safe work practices in preparation, storage, and food handling, and complying with current health and safety legislation.

Students establish and develop working relationships and learn the value of working independently, whilst being able to respond to directions or instructions and may be required to participate in activities outside school hours, both within the school and in the wider community.

Stage 2 Food and Hospitality comprises five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

### Evidence Of Learning

The following assessment types enable students to demonstrate their learning:

- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)
- Assessment Type 3: Investigation (30%)

Students undertake:

- at least four practical activities
- at least one group activity
- one investigation



# Other Subjects offered on a needs basis

Stage 2

## Doorways to Construction

- Certificate II in Construction (held in conjunction with Tatachilla Lutheran College, McLaren Vale)

Subject cost \$450

## Open Access - fee applies

- Subjects offered dependent upon enrolments
- Elite Athlete (Workplace Practices)

## VET (Vocational Education)

Offered in conjunction with Foundation Education:

- Certificate III in Business (BSB30115)
- Certificate III in Fitness (SIS30313)
- Certificate III in Sport and Recreation (SIS30513)

Further subject fee of \$699 may be applicable

Offered in conjunction with **Academy of Interactive Entertainment (AIE):**

- Certificate III in Design Fundamentals (Game Design Foundations)

Further subject fee of \$1400 may apply. Other VET courses may be offered through TAFE as required

## University Studies

- Through Flinders University (offered to high achieving Year 12 students in their field of interest or expertise)







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