SACE Subject Selection
MENINGIE AREA SCHOOL
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INTRODUCTION

This booklet has been prepared to assist you in the selection of your subjects.

Read through this book thoroughly. You are advised to discuss its contents with subject teachers, home group teachers, parents and the senior school manager.

Parents and guardians are also invited and encouraged to discuss concerns with teachers.

Subjects have been categorised under the seven areas identified in the DECS policy document “SACSA Framework”. The seven areas are:

- THE ARTS
- SOCIETY AND THE ENVIRONMENT
- MATHEMATICS
- HEALTH AND PERSONAL DEVELOPMENT
- SCIENCE
- TECHNOLOGY
- LANGUAGE

The “SACSA Framework” caters for studies in the years R-12. Years 11 and 12 are also governed by the requirements of the South Australian Certificate of Education (SACE).

**NOTE**  
Whilst we have provided students with the widest possible choice of subjects, the final offering of subjects will be determined by the availability of staff and resources.

It is very important that students choose their subjects after careful consideration.

At each step they should discuss choices with parents, teachers and counsellors.

Senior secondary students will need to look carefully at the information about the South Australian Certificate of Education (SACE). All choices made for Stage 1 subjects will need to consider the subjects to be studied at Stage 2.

The first section of the course book contains information about the way that you have to make your choices.

You may wish to obtain more specific detail about the subjects offered go to


and click on the Curriculum Statements link.

LATER YOU WILL BE GIVEN SELECTION SHEETS UPON WHICH YOU WILL NEED TO RECORD YOUR SUBJECT SELECTIONS.
TO: STUDENTS ENTERING SACE

On the following pages there is information regarding your entry into the South Australian Certificate of Education. Read the information carefully. Speak with your parents, other students, teachers and home group teachers to make sure that you understand the basics required to complete your SACE.

REQUIREMENTS FOR SACE

To be awarded the SACE you must record achievement in at least 22 (semester length) units of study. These may include up to 8 units of 50 hours of stand-alone VET courses.

SACE requires you to:
- Complete at least 16 of those 22 units at a level regarded as successful achievement, including at least 6 units (3 x 2 unit sequences) at Stage 2 level
- Satisfy the writing based literacy assessment
- Meet the required curriculum pattern.

NB Recorded achievement requires students to undertake at least some of the required work and some of the assessment tasks. Successful achievement requires students to undertake all the required work and complete the assessment tasks at a level, which satisfies the criteria given.

COMPULSORY REQUIREMENTS FOR STAGE 1

At Stage 1 you will study 12 units including 8 units which are made up as follows: -
- Two units of English.
- One unit of Australian Studies. Currently this is completed during Year 10 at Meningie Area School. (Students who completed Year 10 at another school may need to catch this up in Year 11)
- One unit of Mathematics.
- Two further units from the Group 1 list (Arts/Humanities/Social and Cultural Studies). One of these will be the compulsory Work Education unit completed in Pastoral Care during Years 10 & 11.
- Two further units from the Group 2 list (Mathematics / Science and Technology)

COMPULSORY REQUIREMENTS FOR STAGE 2

At Stage 2 you must study at least 6 units:
- One 2 unit sequence. (2 unit sequence is defined as 2 units of study taken from the same syllabus area within the same calendar year) of a LANGUAGE-RICH SUBJECT (Group 1).
- One 2 unit sequence of a QUANTITATIVE/EXPERIMENTAL SUBJECT (Group 2).
- One further 2 unit sequence of ANY APPROVED STAGE 2 SUBJECT.

FLEXIBLE REQUIREMENTS FOR STAGE 1 & 2

You must reach a level of Successful Achievement in any three 2-unit sequences of Stage 2 subjects. You will need to study an ADDITIONAL 8 units of your choice. (These may be Stage 1 or Stage 2 Units from Groups 1 or 2,). A “typical” university entrance course would choose four of these units at Stage 1 and the remaining four units at Stage 2. Students will need to carefully consider this option.

It is also possible to complete the SACE with up to 8 units of “Stand Alone” VET units. These are courses provided by TAFE and other Registered Training Organisations in Vocational Studies. Each 50 hours of stand-alone VET modules is equivalent to a unit of SACE.
FOR STUDENTS CONSIDERING TERTIARY STUDY

HIGHER EDUCATION ENTRANCE SUBJECTS (HEES).

In general, unless you are eligible for one of the University Special Entry Schemes, you must have qualified for the SACE before you can enrol at first year University level.

For entry to TAFE courses, it is an advantage to have qualified for the SACE, but it is not always necessary. For some TAFE courses it is necessary to complete five Stage 2 subjects.

Once you have qualified for the SACE, entry to University or TAFE courses is not automatic. Courses have quotas - that is the number of students able to do the courses is restricted to a particular number - and there are other criteria set by some faculties at the various institutions.

You need to check individual course requirements before choosing your subjects.

GENERALLY TO QUALIFY FOR UNIVERSITY ENTRY YOU MUST:

- Qualify for the SACE.
- Record satisfactory achievement in five SACE subjects (ie. a total of 10 units) taken at Stage 2 level.
- Include at least four Stage 2 subjects (ie. 8 units) which are approved Higher Education Selection Subjects (HESS G).

Although you can take more than two years to complete the SACE, if you wish to go to University you must complete your Stage 2 subjects in three years. The five Stage 2 subjects can be taken over three years, but they do not need to be consecutive. You can take as many of the five subjects as you wish in any of the years.

HESS subjects are mostly (but not all!) 2-unit (full year) Stage 2 subjects. The subjects, which are approved as HESS subjects, depend, to some extent, on the course for which you will apply.

More detailed information on the requirements for entrance into tertiary study can be found in the SATAC document “Tertiary Entrance: 2006, 2007 and 2008”, which is available from the school.
Students in the Senior School have access to a number of Vocational Education and Training Programs. These are programs that give students experience, skills, knowledge and accreditation in a particular industry or career. They will involve off-the-job training, either at school or through a registered training organisation such as TAFE. This will give students the background knowledge and provide skills which can then be applied to real work situations. These programs also usually involve on-the-job training in a workplace.

VET Programs provide students with an opportunity to get a real taste of a career option that they may be considering. Many of the skills learned are transferable; that is, they are useful in a variety of careers.

VET Programs provide students with qualifications which may be used toward completing apprenticeships, traineeships etc after school. Students will also have the opportunity to develop and display a positive attitude to the work environment. All of these will help to make the student more employable.

VET Programs provide qualifications which can lead to further education as mentioned above. These programs also give the student credit toward completing their SACE in one of two ways. Many of the modules completed can be embedded in a SACE subject. Other VET Programs are stand-alone. This means that they are not attached to a SACE subject. Every time the student competes 50 hours of VET qualifications they are given credit for 1 SACE unit. Up to 8 SACE units of the 22 required can be obtained this way.

Many VET Programs require the student to spend time at workplaces and/or TAFE. This may be a day a week or a block of one or two weeks per term. This will usually mean that the student will miss out on class time in other subjects. It is the student’s responsibility to negotiate with their teachers to ensure that they complete the requirements of their subjects.

Some VET Programs do have associated costs and fees, and transport costs will also need to be considered.

The aim of VET Programs is to prepare the student for the world of work and most Stage 1 students would benefit from them. However the demands on time would mean that a Stage 2 student hoping to go to university may not be able to successfully participate in a VET Program.

Meningie Area School is a member of the School and Beyond Hills Murraylands Cluster of schools. Our students can access any VET program offered by schools in the Cluster. These include:

- Automotive
- Automotive & Fitting
- Child Studies
- Doorways to Construction
- ElectroTechnology
- Engineering
- Fashion Design
- Hair & Beauty
- Health Support Services
- Horse Racing
- Hospitality
- Nursing
- Photography
- Polymer Processing (fibreglassing)
- Shift for Girls – Automotive
- Fabrication

For information on these courses, please consult the VET Program Booklet.

Details of these programs can be obtained from Mal Jurgs at the school

Some subjects offered at Meningie Area School may also offer VET units embedded in the standard SACE subject. For example, students studying Systems Technology at Year 10 or Automotive Maintenance at Stage 1 and Stage 2 may also gain some units of competency toward a Certificate I or II in Automotive.
STAGE 1 SUBJECTS OFFERED AT MENINGIE AREA SCHOOL

**COMPULSORY SUBJECTS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2 units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1 unit</td>
</tr>
<tr>
<td>Australian Studies</td>
<td>1 unit (completed in Year 10)</td>
</tr>
</tbody>
</table>

**NOTE:** Students who do not receive an “RA” or “SA” for Australian Studies in Year 10 will need to repeat this subject in the following year.

**REQUIRED GROUPS**

**GROUP 1 SUBJECTS: (STAGE 1)**  
Arts / Humanities / Social and Cultural Studies  
You must take at least 2 units from the list below or from Open Access College courses

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics</td>
</tr>
<tr>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>German</td>
</tr>
<tr>
<td>Work Education</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>Studies of Society</td>
</tr>
<tr>
<td>Modern History</td>
</tr>
<tr>
<td>Women’s Studies</td>
</tr>
</tbody>
</table>

**GROUP 2 SUBJECTS: (STAGE 1)**  
MATHEMATICS/SCIENCE/TECHNOLOGY  
You must take at least 2 units from the list below or from Open Access College courses

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Physics</td>
</tr>
<tr>
<td>Construction Technology  (including, Welding and fabricating, Furniture Construction and Machining)</td>
</tr>
<tr>
<td>Energy Technology</td>
</tr>
<tr>
<td>Photography</td>
</tr>
<tr>
<td>Practical Information Processing</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Psychology</td>
</tr>
</tbody>
</table>


STAGE 2 : SUBJECT CHOICE

In your 22 units you must include at least 6 units (three full-year subjects) from Stage 2.

STAGE 2 REQUIREMENTS

Group 1 subjects 2 units (full year)
Group 2 subjects 2 units (full year)
Free choice 2 units (full year)

To successfully complete the SACE, all students must complete at least one 2-unit Stage 2 sequence from each group and at least three 2 Stage 2 sequences. A 2-unit sequence may include two 1-unit courses from the same curriculum statement, e.g. 1 unit of Photography and 1 unit of Construction Technology. As of 2000, these separate units do not have to be completed in the same calendar year.

At this stage we anticipate offering the following subjects

<table>
<thead>
<tr>
<th>GROUP 1 SUBJECTS (STAGE 2) ARTS / HUMANITIES / SOCIAL AND CULTURAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must choose at least 1 subject from the list below or from Open Access College courses</td>
</tr>
<tr>
<td>Art Practical (HESS R)</td>
</tr>
<tr>
<td>English Communications (HESS G)</td>
</tr>
<tr>
<td>English Studies (HESS G)</td>
</tr>
<tr>
<td>German HESS G</td>
</tr>
<tr>
<td>Geography HESS G</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP 2 SUBJECTS (STAGE 2) MATHEMATICS / SCIENCE / TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must choose at least 1 subject from the list below or from Open Access College courses</td>
</tr>
<tr>
<td>Agriculture and Horticulture HESS R</td>
</tr>
<tr>
<td>Agricultural and Horticultural Science HESS G</td>
</tr>
<tr>
<td>Biology HESS G</td>
</tr>
<tr>
<td>Info Processing &amp; Publishing HESS R</td>
</tr>
<tr>
<td>Mathematical Applications HESS R</td>
</tr>
<tr>
<td>Mathematical Studies (HESS G)</td>
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<tr>
<td>Physical Education (HESS G)</td>
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</tbody>
</table>

ADDITIONAL UNITS

In addition to the group 1 sequence and the group 2 sequence, you must study and reach a level of at least ‘satisfactory achievement’ in one other 2-unit sequence at Stage 2 level. This may be drawn either of the 2 groups.
OPEN ACCESS SUBJECT OFFERINGS

To the best of our knowledge these are the subjects to be offered by the Open Access College. There may be additions or deletions. Please check with the Open Access Coordinator.

STAGE 1 OPEN ACCESS SUBJECTS

See Mr Jurgs for more details about Open Access College Subject offerings.

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>ARTS/HUMANITIES/SOCIAL &amp; CULTURAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>Economics</td>
</tr>
<tr>
<td>Art</td>
<td>French</td>
</tr>
<tr>
<td>Australian Studies (1 further unit)</td>
<td>Geography</td>
</tr>
<tr>
<td>Business Studies</td>
<td>German</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>Health Education</td>
</tr>
<tr>
<td>Community Studies</td>
<td>Home Economics (Food / Child Studies 1 unit)</td>
</tr>
<tr>
<td>Language and the Community</td>
<td>Indonesian</td>
</tr>
<tr>
<td>Arts and the Community</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Business and the Community</td>
<td>Literacy and Numeracy</td>
</tr>
<tr>
<td>Design, Construction and the Community</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Foods and the Community</td>
<td>Modern History</td>
</tr>
<tr>
<td>Health, Recreation and the Community</td>
<td>Studies in Society</td>
</tr>
<tr>
<td>Lifestyle and the Community</td>
<td>Work Education</td>
</tr>
<tr>
<td>The Community and the Environment</td>
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<tr>
<td>Work and the Community</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP 2</th>
<th>MATHEMATICS / SCIENCE / TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Computer Aided Drawing and Design</td>
</tr>
<tr>
<td>Biology</td>
<td>Contemporary Issues and Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Electronics</td>
</tr>
<tr>
<td>Community Studies</td>
<td>Energy Technology</td>
</tr>
<tr>
<td>Science and the Community</td>
<td>Information Processing and Publishing</td>
</tr>
<tr>
<td>Maths and the Community</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Business and the Community</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Design Construction and the Community</td>
<td>Pure</td>
</tr>
<tr>
<td>Foods and the Community</td>
<td>General</td>
</tr>
<tr>
<td>Health, Recreation and the Community</td>
<td>Foundation</td>
</tr>
<tr>
<td>The Community and the Environment</td>
<td>Photography</td>
</tr>
<tr>
<td>Technology and the Community</td>
<td>Physics</td>
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<tr>
<td>Work in the Community</td>
<td>Practical Information Processing</td>
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<table>
<thead>
<tr>
<th>VET STAND-ALONE UNITS</th>
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</thead>
<tbody>
<tr>
<td>Arts: Multimedia</td>
</tr>
<tr>
<td>Information Technology</td>
</tr>
<tr>
<td>Business Administration</td>
</tr>
<tr>
<td>Spatial Information Services</td>
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</tbody>
</table>
# STAGE 2 OPEN ACCESS SUBJECTS

## GROUP 1  
**Arts / Humanities / Social And Cultural Studies**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Art HESS R</td>
<td>R</td>
</tr>
<tr>
<td>Australian History HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Business Studies HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Community Studies (any 2 of the following):</td>
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<tr>
<td>Business and the Community</td>
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<tr>
<td>Health, Recreation and the Community</td>
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<tr>
<td>The Arts and the Community</td>
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<tr>
<td>Language and the Community</td>
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<td>Work and the Community</td>
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<td>Foods and the Community</td>
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<tr>
<td>Design, Construction and the Community</td>
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<td>Lifestyle and the Community</td>
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<tr>
<td>The Community and the Environment</td>
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<tr>
<td>Economics HESS G</td>
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<table>
<thead>
<tr>
<th>Subject</th>
<th>Group</th>
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<tbody>
<tr>
<td>English Communications HESS G</td>
<td>G</td>
</tr>
<tr>
<td>English Studies HESS G</td>
<td>G</td>
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<tr>
<td>Extension Studies HESS G</td>
<td>G</td>
</tr>
<tr>
<td>French HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Geography Studies HESS G</td>
<td>G</td>
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<tr>
<td>German HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Health Education HESS R</td>
<td>R</td>
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<tr>
<td>Home Economics – Child Studies HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Indonesian HESS G</td>
<td>G</td>
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<tr>
<td>Legal Studies HESS G</td>
<td>G</td>
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<tr>
<td>Media Production and Analysis HESS G</td>
<td>G</td>
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<tr>
<td>Studies in Societies HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Visual Art Studies HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Women’s Studies HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Work Studies HESS R</td>
<td>R</td>
</tr>
<tr>
<td>Vocational Studies HESS R</td>
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</table>

## GROUP 2  
**Mathematics / Science / Technology**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Studies HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Automotive Technology HESS R</td>
<td>R</td>
</tr>
<tr>
<td>Biology HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Chemistry HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Community Studies (any 2 of the following):</td>
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<tr>
<td>Business and The Community</td>
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<tr>
<td>Community and the Environment</td>
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<tr>
<td>Design, Construction and the Community</td>
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<tr>
<td>Foods and the Community</td>
<td></td>
</tr>
<tr>
<td>Health, Recreation and the Community</td>
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<tr>
<td>Mathematics in the Community</td>
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<tr>
<td>Science and the Community</td>
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<tr>
<td>Technology and the Community</td>
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<tr>
<td>Work and the Community</td>
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</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Aided Drawing and Design HESS R</td>
<td>R</td>
</tr>
<tr>
<td>Computer Applications / Multimedia HESS R</td>
<td>R</td>
</tr>
<tr>
<td>Contemporary Issues and Science HESS R</td>
<td>R</td>
</tr>
<tr>
<td>Creative Photography HESS R</td>
<td>R</td>
</tr>
<tr>
<td>Electronic Systems HESS R</td>
<td>R</td>
</tr>
<tr>
<td>Extension Studies HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Geology HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Information Processing &amp; Publishing HESS R</td>
<td>R</td>
</tr>
<tr>
<td>Mathematics – Applications HESS R</td>
<td>R</td>
</tr>
<tr>
<td>Mathematics –Mathematical Studies HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Mathematics Specialist HESS G</td>
<td>G</td>
</tr>
<tr>
<td>Physics HESS G</td>
<td>G</td>
</tr>
</tbody>
</table>
SUBJECT CHOICE CHECKLIST

Do you have a chosen pathway mapped out?

Do you know what requirements for this pathway are?

Do you know which subjects Meningie Area School may offer?

Have you discussed your possible choices with your parents and teachers?

STAGE 1 STUDENTS

Have you included the compulsory units at Stage 1?

Have you included at least 2 units from Group 1 subjects?

Have you included at least 2 units from Group 2 subjects?

STAGE 2 STUDENTS

Have you included at least one 2-unit sequence (a full-year subject) from the Group 1 list?

Have you included at least one 2-unit sequence (a full-year subject) from the Group 2 list?

Have you included one further 2-unit sequence (a full-year subject) from Stage 2?

Do you have a total of at least 22 units?

Do you have at least 6 units (in three 2-unit sequences) from Stage 2?

Are all the subjects you have selected offered through Meningie Area School or via Open Access?

Have you selected subjects that will enable you to gain entry to your preferred higher education course?

If you answered NO to any of the questions above you may need to think more carefully about your choices, and/or talk to Mr. Jurgs.
THE ARTS

<table>
<thead>
<tr>
<th>ART</th>
<th>STAGE 1</th>
<th>STAGE 2 SAS</th>
</tr>
</thead>
</table>

STAGE 1 ART OR DESIGN (GROUP 1)

LENGTH : One or two semesters

PREREQUISITES : Successful completion of Art at Year 10 level is recommended

CONTENT : A subject that requires the student to work as an artist in developing ideas and concepts. Through practical work and theoretical study, the student experiences advanced skills and develops inquiring and evaluative attitudes (Art appreciation.) Learning language essential for Year 12 Art.

Students will undertake one major practical piece per term using different media on themes to be set, as well as maintaining and improving their drawing skills.

ASSESSMENT : Continual assessment with grades being awarded for the development and presentation of ideas, both in practical and theory with emphasis on the creative process and techniques used.

STAGE 1 MUSIC

LENGTH : One or two semesters

PREREQUISITES : Successful completion of Music at Year 10 level is recommended

CONTENT : Music will be informed by the three strands of learning in music (Arts Practice, Arts Analysis & Response and Arts in Context).

A Music Experience Program and a Music Advanced Program are both available.

Music Experience Programs are designed for students with limited previous musical experience or previous knowledge of, but a strong interest in, Music.

Music Advanced Programs are designed for students with a substantial background in Music. Activities are planned to encourage sequential development of musical skills and knowledge.

ASSESSMENT : Continual assessment with grades being awarded for presentation, performance and theory work. Practical and theory work will both be emphasised.
STAGE 2 HESS R ART (GROUP 1) OR DESIGN

LENGTH : Full year

PREREQUISITES : Acceptance is negotiable. It will be assumed that students have had prior learning in Art, Craft or Design. It will be assumed that students have research, study and writing skills appropriate for study at Year 12 level.

CONTENT Full year - the course consists of two areas:
Practical studies 70%
Theory studies 30%
Practical - Students will make 3 major art pieces, determined after negotiations between student and teacher. The process of working is a main consideration and this will be shown in a folder of Back Up work. The Back Up (support work) will contain drawings, experiments with media, colour and technique, comments and research, showing the growth and development of ideas leading to the major pieces. There are introductory exercises and a set topic for Term 1 and students negotiate their own areas of study in Terms 2 and 3.

Theory - there are set studies to be completed in Term 1 and 2 and options for Terms 3. Students will complete five projects that may be related to their practical, or art appreciation areas.

ASSESSMENT : Both practical and theory sections are assessed by the school and moderated by SSABSA.
The ratio of practical to theory marks is 70:30.
STAGE 1 AUSTRALIAN STUDIES (GROUP 1)

LENGTH : One semester

This is a compulsory unit.

ASSUMED KNOWLEDGE : There are no formal prerequisites for this course.

CONTENT : The course is divided into 2 sections:
* Australian Studies topics.
* Two issue studies on topics relevant to Australian society

Considerable choice will be provided in both of the Issue Studies. The content for the subject is based on four broad study areas (domains) as follows:

- The Australian Environment
- Australian Culture
- Australian Social Systems
- Social Interaction.

ASSESSMENT : Assessment for the course will be varied and may involve:
- Responses to videos, photographs and written articles.
- Role-play and group discussion.
- Research assignments and essays.
- Issues analysis.

To achieve 'satisfactory achievement' at Stage 1 of the SACE, students must submit summative assessment tasks that collectively demonstrate achievement in all seven objectives.
STAGE 1 ABORIGINAL STUDIES (GROUP 1)

LENGTH : One semester

ASSUMED KNOWLEDGE : There are no formal prerequisites for this course.

CONTENT : This is a subject that enables students to gain an appreciation of the critical importance of Aboriginal historical and contemporary cultures to the heritage of every Australian. Students will develop a deeper understanding of Aboriginal people, history, languages, and cultures.

Stage 1 Aboriginal Studies is designed to be undertaken in either a 1-unit or a 2-unit form. Each 1-unit subject consists of at least two of the following suggested topics. Other topics can be negotiated and developed:

- Topic 1: Coexistence and Reconciliation
- Topic 2: Aboriginal Cultures
- Topic 3: Aboriginal Lands
- Topic 4: Australian Languages
- Topic 5: Aboriginal Sites
- Topic 6: Cultural Tourism
- Topic 7: Aboriginal People and the Law
- Topic 8: Aboriginal Arts and Literature
- Topic 9: Aboriginal Film
- Topic 10: Aboriginal People in the Media.

Each topic must incorporate some aspect of each of the following five themes, chosen to address the learning outcomes:

- Theme 1: Aboriginal Cultures Today
- Theme 2: Aboriginal Histories and Futures
- Theme 3: Life Stories of Aboriginal People
- Theme 4: ‘Race’ and ‘Racism’
- Theme 5: Perspectives of Global First Nations.

Aboriginal knowledge, experiences, and skills in areas such as politics, writing, the arts, film, and other media are central to student learning in this subject. Intercultural skills are best developed in an environment where support and advice are available from educators and Aboriginal people.

Students’ learning activities should be appropriate to their levels of skill and their backgrounds, to develop their ability to identify, analyse, and communicate informed points of view.

ASSESSMENT : Assessment in Stage 1 Aboriginal Studies consists of the following components:

Assessment Component 1: Case-study
Assessment Component 2: Course Work
Assessment Component 3: Investigation.

The weighting of each component should be between 10% and 50%.

In each 1-unit subject, students should be given between four and six summative assessment tasks. There should be at least one task from each assessment component.
STAGE 1 BUSINESS SKILLS (GROUP 1)

LENGTH : One semester

CONTENT : Business Skills will be supported by YAA (Young Achievement Australia).

It will enable students to develop business enterprise skills and work place ethics in a very ‘hands on’ programme. Students will establish a company – research, design and produce goods or services to make a profit for all stakeholders. Students who have completed all program requirements can be confident that they have the basic skills, knowledge and attributes, which are needed in managing a small business.

COST : Each student is expected to buy at least one (but no more than 10) $2 share certificate so that they are part owners of the company.

ASSESSMENT : Will be on participation with associated written tasks.

STAGE 1 STUDIES IN SOCIETY (Group 1)

LENGTH : One Semester

CONTENT : Studies in Society is the study of contemporary societies, their structure and systems and the interactions that occur within and between them.

Students undertaking this course can become more informed about the social, political economic and cultural factors that affect different societies.

The course consists of:

- Breadth / Comparative Study which will focus on two or more contemporary societies / cultures or aspects of contemporary societies / cultures for the purpose of comparison

- Skills based analytical activity in which students are expected to conduct an inquiry, find and evaluate various sources of information, think analytically, develop a depth of understanding and suggest possible futures and outcomes in relation to a particular issue.

ASSESSMENT : There are three assessment components:

- Communication exercise
- Group Task
- Individual investigation
STAGE 1 WORK EDUCATION (GROUP 1)

LENGTH : One semester

CONTENT : Topics of study include:
- Organising and participating in Work Experience and work placement
- Researching three occupations
- Investigating Racial and Sexual Harassment legislation
- Investigating the role of Occupational Health Safety and Welfare
- Creating Portfolios and Resumes
- Applying for jobs
- Understanding work conditions (eg. hours of work, leave conditions, rates of pay, etc.)
- Understanding the role of Unions, employers and Government in work.
- Communication skills
- Investigating current issues (eg. technology, multi-skilling)

ASSESSMENT : Assessment includes the following tasks:
- Compulsory participation in work Experience
- Work Experience Journal
- Resume/Portfolio
- Research of three careers
- Other classroom based assessment focusing on topics of study

Students must meet the objectives of the course in order to achieve satisfactory achievement.

This subject is offered as a compulsory program in Year 11.

STAGE 2 HESS G ABORIGINAL STUDIES

(This subject will only be offered if there are sufficient numbers. This subject may be done by Open Access)

LENGTH : Full year

PREREQUISITES : None (Stage 1 Aboriginal Studies is an advantage).

CONTENT : This is a subject that enables students to gain an appreciation of the critical importance of Aboriginal history and contemporary cultures to the heritage of every Australian. Students will develop a deeper understanding of Aboriginal people, places, history, languages, and cultures.

Students celebrate Aboriginal achievements while considering past, present, and future cultural survival. Texts and resources written or recommended by Aboriginal authors are preferred for Aboriginal Studies. Students learn from Aboriginal people through personal contact and secondary sources such as film, video, narrative, and performance. Students learn appropriate skills of intercultural communication in an atmosphere in which support and advice are available from educators and Aboriginal people. Sensitive issues and terms are considered from historical and cultural perspectives, in order to encourage positive communication.

A number of possible interpretative approaches are suggested for each topic. They are intended as a guide only, and teachers should use their
own knowledge and local resources to develop their teaching and learning strategies, and their assessment tasks. It is important that all resources used are culturally appropriate.
The five topics enable students to gain understanding of the points of view of Aboriginal peoples about their histories, cultures, identity, relationship to the land, and lifestyles. Students study a compulsory core topic and two optional topics from a choice of six.

ASSESSMENT : Assessment in Stage 2 Aboriginal Studies consists of the following components, weighted as shown:
Assessment Component 1: Community Report 20%
Assessment Component 2: Course Work 50%
Assessment Component 3: Investigation 30%.

STAGE 2 HESS G GEOGRAPHY STUDIES
(This subject will only be offered if there are sufficient numbers. This subject may be done by Open Access)

LENGTH : Full year
PREREQUISITES : None (Stage 1 Geography is an advantage).
CONTENT : Geography Studies offers students opportunities to investigate issues that concern the environment, and to make decisions and recommendations based on the knowledge, understanding and skills acquired in the process of the investigation. The process includes participation in, and planning and management of, field investigations to find, observe, record, analyse, and evaluate primary field data. Field investigations are supported by research activities and practical skills such as mapping, sketching, drawing, photographing, and interviewing.

Students interested in investigating issues related to the environment will benefit from Geography Studies. Students will be able to appreciate the choices and constraints faced by people concerned with these issues, and will be able to assess responses to the issues.

Geography Studies gives students the foundations to pursue a wide range of vocational pathways, including those in environmental planning and management, local government, tourism, and spatial information technology.

Students study a compulsory core topic and two optional topics from a choice of six.

Core Topic: People and the Environment
The core topic concerns knowledge and understanding that geographers have identified as being fundamental to the study of the environment, and the ways in which it has been used by people. The issues that arise from such interactions in the environment are an important focus of the core topic.

Option Topics:
1. Population Dynamics
2. Rural Change
3. Urban Places
4. Coastal Zones
5. Geographical Perspectives of Tourism
6. Environmental and Human-induced Hazards
ASSESSMENT: Assessment in Geography Studies consists of the following components, weighted as shown:

External assessment (examination) 50%
School assessment 50%
  Individual field study procedure (15%)
  Written and interpretative procedure (35%)

External Assessment (50%)
The external assessment component will consist of a 3-hour externally set written examination.

The examination paper will consist of three parts. Parts A and B will focus on the core topic and Part C will focus on the option topics.

The following structure indicates the weighting of each part of the examination:

Part A:
Short-answer questions on knowledge, skills, and application 45%
All questions compulsory.

Part B:
Short-answer and extended-answer questions on issues analysis 15%
All questions compulsory.

Part C:
Essay questions on option topics 40%
A choice of questions for each option topic
Students answer two questions, one on each of the two options studied.

School Assessment (50%)
There are two procedures in the school assessment component: the individual field study procedure and the written and interpretative procedure.

- Individual Field Study Procedure (15%)
The individual field study is undertaken independently by individual students to show evidence of fieldwork involving information from primary sources as well as data from secondary sources. The emphasis is on an issues study, which may be based on either the core topic or the option topics studied. Maps, photographs, diagrams, statistics, and graphs should be integrated in a comprehensive way to support analysis, evaluation, problem solving, and the development of recommendations on environmental issues.

- Written and Interpretative Procedure (35%)
The assessment tasks included in the written and interpretative procedure consist of research reports, essays, extended writing, short-answer tests, structured investigations, media analysis, critical evaluation analyses, supervised writing, and the manipulation of computer-generated data.
STAGE 2 HESS G AUSTRALIAN HISTORY (This subject will only be offered if there are sufficient numbers. Australian History is also offered by Open Access)

LENGTH : Full Year

PRE REQUISITES : None (Stage 1 Modern History an advantage)

CONTENT : In a study of Australian History students will acquire a knowledge and understanding of how men, women and children lived, acted, and died in Australia from the times of the first European contacts with Aboriginal and Torres Strait Islander peoples to the present. Using key questions, students will inquire into Australia’s past and develop skills in historical inquiry using comparative and depth approaches. Students will investigate the motivation of people who made decisions; how these decisions affected Australians in the past; and how they may continue to influence the present and possibly the future. By examining the past, students will develop skills that will enable them to understand the present and contribute to decisions that will benefit people in the future.

Students choose one topic for the comparative study, and one topic for the depth study. They must also complete an Individual History Essay. Topics include the following:

Comparative Study
Topic 2. The Bush Experience and Survival on the Land: Agriculture, Pastoralism and Mining, 1788 to the Present.
Topic 3. Australia’s Foreign Policy, 1890 to the Present.
Topic 5. The Unwanted, the Seekers, and the Achievers: Migration to Australia, 1830 to the Present.

Depth Study
Topic 7. Women in Australia: Myths, Experiences, Roles and Influences, 1788 to the Present.
Topic 10. The Radical Experiment: A Social, Political, Economic, and Cultural History of South Australia, 1836 to the Present.
Topic 11. Experiencing the Northern Territory: A Social, Political, Economic, and Cultural History of the Northern Territory, 1824 to the Present.

Individual History Essay
The purpose of the Individual history essay is for each student to engage in the process of inquiry into a historical question of personal interest and to apply the concepts and the skills of history. Each student will formulate a hypothesis or focusing question(s) in order to analyse an aspect of history, and construct a reasoned historical argument based
Examination  
Students will undertake a 3-hour written examination. The examination paper will have three parts:  
**Part 1: Comparative Study**  
Students will be required to answer one essay question, with reference to two case studies.  
**Part 2: Depth Study**  
Students will be required to answer one question.  
**Part 3: Source Analysis**  
Students will be required to analyse and evaluate primary and/or secondary sources. Students will be required to answer one sources analysis question.

**ASSESSMENT**  
Assessment Component 1: Course Work 40%  
Assessment Component 2: Individual History Essay 20%  
Assessment Component 3: Examination 40%

**STAGE 2 HESS G STUDIES IN SOCIETY**

**LENGTH** : Full year  
**PREREQUISITES** : None  
**CONTENT** : Studies in Society allows students to become more informed about the social, political, economic and cultural factors that affect societies through the investigation of a broad range of issues at the centre of current social debate.  

The course will be divided into three topics and a Major Research Assignment. The topics are:  

- Cultural Diversity – a topic which will provide an opportunity to introduce students to various major belief systems and lead them to analyse their social and cultural worlds.  
- Social Ethics – allows students to critically analyse how society as a whole deals with ethical issues.  
- Question of Rights – allows students to have the opportunity to explore the relationship between choice, rights and responsibilities. Students will explore the notion of fundamental human rights.  
- Major Research Assignment - students undertake independent research into a contemporary social issue.

The students will also study the Key Skills of Social Inquiry, which underpin studies and assessment in this subject.  

Students are given the opportunity to work both independently and collaboratively with others.  

To satisfy the course requirements students must;  
- complete the exercises and assignment work in three of the topics.
• complete one major research assignment (approx 2000 words).

• complete a group task and an oral task.

ASSESSMENT

Written assignments, oral reports, a group presentation and a research assignment will form the basis of assessment.

In the topic assignments and the major research assignment, extensive fieldwork is essential. This includes interviews and the construction, execution and analysis of substantial surveys.

STAGE 2 HESS R WORK EDUCATION

LENGTH

Semester or Full year (Please note that Vocational Studies A and B are semester long courses that count as full year subjects.)

PREREQUISITES

None

CONTENT

The Stage 2 Work Education curriculum statement is made up of the following subjects:

• Work Studies A (1-unit subject)
• Work Studies B (1-unit subject)
• Vocational Studies A (2-unit subject)
• Vocational Studies B (2-unit subject).

Each subject has two interrelated parts:

Workplace Learning

Work Knowledge.

The development of students' positive sense of identity, interpersonal skills, connectedness to their communities, and positive outlook for the future is integral to the tasks that are assessed in this subject. Students will develop personal skills and qualities as they build on their factual, conceptual, and procedural knowledge and understanding, apply these to their practical experiences, and reflect on and evaluate these experiences.

Workplace Learning

Approximately 50% of the total time for each subject must be devoted to workplace learning. This will include:

• planning and organising the work placement(s);
• completing administrative requirements;
• participating in work placement(s);
• documenting experiences and completing the assessment tasks.

Work Knowledge

Work knowledge consists of five topics:

Topic 1: What is Work?
Topic 2: Finding Employment
Topic 3: Industrial Relations
Topics 1, 2, and 3 are taught in Work Studies A and Vocational Studies A, and Topics 4 and 5 are taught in Work Studies B and Vocational Studies B.

In addition, students of Vocational Studies A and Vocational Studies B will undertake units of competency from formal vocational qualifications.

ASSESSMENT

The purpose of assessment is to measure the extent to which students have achieved the learning outcomes of a program based on this curriculum statement. The assessment tasks used to determine the SSABSA Subject Achievement Score are summative. Formative tasks are important in the learning process, but do not contribute to final grades.

Assessment in Stage 2 Work Education consists of the following components, weighted as shown:

Assessment Component 1: Workplace Learning (50%)
Assessment Component 2: Course Work (10 to 50%).
Assessment Component 3: Vocational Attainment (10 to 40%)
Vocational Studies A and B only
<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>MATHEMATICAL APPLICATIONS</th>
<th>MATHEMATICAL METHODS</th>
<th>MATHEMATICAL STUDY</th>
<th>SPECIALIST MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAGE 2</td>
<td>MATHEMATICAL APPLICATIONS</td>
<td>MATHEMATICAL METHODS</td>
<td>MATHEMATICAL STUDY</td>
<td>SPECIALIST MATHEMATICS</td>
</tr>
</tbody>
</table>

**CURRICULUM AREA OVERVIEW**

Studies in mathematics provide students with a balance of mathematical knowledge, processes and skills that enable students to operate confidently and effectively in society and provide a basis for further learning in leisure, employment or tertiary study.

In an ever-changing technological society, it is recognised that all students need the understanding of basic number facts and computational skills. Similarly, the ability to apply the many other skills encountered in mathematics is also required. As well as these facts and skills, is the need to be able to use common mathematical aids, and at a more advanced level, the capacities of computer.

In everyday living, it is recognised that simple calculations and problems will need to be applied when the advantage of calculators and computers may not be available. Consequently, a sound grounding in basic number facts, simple arithmetic processes and an appreciation of the more common problem solving techniques is desired if students are to be equipped with the skills for social living. These skills also form the foundation for the study of some of the more sophisticated and involved mathematical areas.

Once these skills of numeracy and problem solving are acquired, development in mathematics for many students will vary. Many students will seek and experience the intellectual challenge of some of the more demanding levels of mathematics, while others will go on to appreciate the role of mathematics in our society. Whatever the choice of path taken it is the foundation laid in the early and middle stages that will give students the ability to fully appreciate, understand and resolve their world about them.
STAGE 1 MATHEMATICS (GROUP 2)

LENGTH
At Stage 1 students must study at least 1 unit, and can study more units, of Mathematics for the SACE. Students who want to undertake Mathematics at Stage 2 should study at least 2 units of Mathematics at Stage 1.

PREREQUISITES
A comprehensive knowledge of year 10 Mathematics is assumed.

CONTENT
There are four Mathematics subjects at Stage 2

1. Mathematical Applications HESS R: for students who want to learn mathematics with emphasis on practical applications would take Stage 1 units that lead to Mathematical Applications. Topics in this subject lead to post-compulsory courses in areas such as Building and Construction, Aquaculture, Agriculture, Retail, Office Management and Visual Arts. The following chart shows the Stage 1 topics and the corresponding Stage 2 topics.

<table>
<thead>
<tr>
<th>Stage 1 Topics</th>
<th>Stage 2 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry and Mensuration</td>
<td>Applied Geometry</td>
</tr>
<tr>
<td>Saving and Borrowing</td>
<td>Mathematics and Small Business</td>
</tr>
<tr>
<td>Statistics</td>
<td>Statistics and Working with Data</td>
</tr>
<tr>
<td>Simulating Random Processes</td>
<td>Probability and Simulation</td>
</tr>
</tbody>
</table>

2. Mathematical Methods HESS: for students who want to study Accounting, Management, Computer Studies, Health Science, Business, Commerce and Psychology would take 2 Stage 1 units that lead to Mathematical Methods at Stage 2. The following chart shows the Stage 1 topics and the corresponding Stage 2 topics.

<table>
<thead>
<tr>
<th>Stage 1 Topics</th>
<th>Stage 2 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics</td>
<td>Students study four compulsory topics.</td>
</tr>
<tr>
<td>Geometry and Mensuration</td>
<td>It is assumed that for each of the topics</td>
</tr>
<tr>
<td>Models of Growth</td>
<td>Students have knowledge of the six</td>
</tr>
<tr>
<td>Quadratics and other Polynomials</td>
<td>Stage 1 topics.</td>
</tr>
<tr>
<td>Coordinate Geometry</td>
<td></td>
</tr>
<tr>
<td>Functions and Graphs</td>
<td></td>
</tr>
</tbody>
</table>

3. Mathematical Study HESS: for students who want to study Architecture, Economics, Finance, and Biological, Environmental, Geological and Agricultural Science would take 2 Stage 1 units that lead to Mathematical Study at Stage 2. The following chart shows the Stage 1 topics

<table>
<thead>
<tr>
<th>Stage 1 Topics</th>
<th>Stage 2 Topics</th>
</tr>
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<tbody>
<tr>
<td>Statistics</td>
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<td>Coordinate Geometry</td>
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</tr>
<tr>
<td>Functions and Graphs</td>
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</tr>
</tbody>
</table>
4. **Specialist Mathematics HESS G**: for students who want to study Mathematical Science, Engineering, Computer Science, Physics Science and Surveying should take 3 Stage 1 units that lead to Mathematical Study at Stage 2. The following chart shows the Stage 1 topics

<table>
<thead>
<tr>
<th>Stage 1 Topics</th>
<th>Stage 2 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics</td>
<td>Students study four compulsory topics.</td>
</tr>
<tr>
<td>Geometry and Mensuration</td>
<td>It is assumed that for each of the topics students have knowledge of the eight Stage 1 topics.</td>
</tr>
<tr>
<td>Models of Growth</td>
<td></td>
</tr>
<tr>
<td>Quadratics and other Polynomials</td>
<td></td>
</tr>
<tr>
<td>Coordinate Geometry</td>
<td></td>
</tr>
<tr>
<td>Functions and Graphs</td>
<td></td>
</tr>
<tr>
<td>Planer Geometry</td>
<td></td>
</tr>
<tr>
<td>Periodic Phenomena</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**: To ensure that all learning outcomes are addressed, each Stage 1 unit must incorporate the following:

1. Skills and Application Tasks (tests and assignments).
2. Directed Investigation.
3. Project

**STAGE 2 MATHEMATICS. (GROUP 2)**

**AIMS.**

The general aims of all mathematics studies at Stage 2 of the SACE are to:

- Provide a basis of mathematical concepts and skills to make possible a clear understanding of quantitative methods,
- Systematise and extend mathematical knowledge developed during previous studies,
- Further develop students’ powers of mathematical reasoning and problem-solving,
- Further develop students’ understanding of methods and principles of mathematics, and their ability to apply them,
- Further develop students’ ability to express and communicate mathematical arguments and results.
- Encourage students to pursue individual excellence within mathematics.
- Use electronic technology to aid and enhance the investigation of mathematical ideas and the solution of mathematical problems.

**SUBJECTS.**

Stage 2 Mathematics consists of four subjects:

- Mathematical Applications
- Mathematical Studies
- Mathematical Methods
- Specialist Mathematics.
1. MATHEMATICAL APPLICATIONS

LENGTH : One or two units

PREREQUISITES : Must have demonstrated a high level of achievement in two Stage 1 units.

CONTENT : For a 2-unit subject, students undertake four of the topics listed below. For a 1-unit subject, students undertake two of the topics listed below.

1 – Applied Geometry
2 – Investment and Loan
3 - Mathematics and Small Business
4 – Matrices
5 – Optimisation
6 – Probability and Simulation
7 – Statistics and Working with Data
8 – Share Investment

ASSESSMENT : The following weighting apply for each unit:

**Topic 1**
Skills and applications tasks 15%
Portfolio 20%

**Topic 2**
Skills and applications tasks 15%
Portfolio 20%

Examination 30%

The portfolio consists of a directed investigation and or a project. A project must be undertaken in at least one of the topics of each unit.

2 MATHEMATICAL STUDIES

LENGTH : Full year

PREREQUISITES : Students who undertake this subject should have studied 2 units of Stage 1 Mathematics, including the successful completion of the following topics: Statistics, Geometry and Mensuration, Models of growth, Quadratics and Other Polynomials, Functions and Graphs, and Coordinate Geometry.

CONTENT : The 2 units subject consists of the following three topics:

1 – Working with statistics
2 – Working with Functions and Graphs using Calculus.
3 – Working with linear Equations and Matrices.

ASSESSMENT : The assessment consists of the following components, weighted as shown:

Skills and applications tasks 35%
Portfolio 15%
Examination 50%
The portfolio may consist of a mixture of up to three directed investigations and projects or one substantial project.

3. MATHEMATICAL METHODS

LENGTH : Full year

PREREQUISITES : Students who undertake this subject should have studied 2 units of Stage 1 Mathematics, including the successful completion of the following topics: Statistics, Geometry and Mensuration, Models of growth, Quadratics and Other Polynomials, Functions and Graphs, and Coordinate Geometry.

CONTENT : This 2 units subject consists of the following four topics:
1 – Working with Statistics
2 – Algebraic Models from Data
3 – Calculus (describing change)
4 – Linear Models (managing resources)

ASSESSMENT The assessment consists of the following components, weighted as shown:
Skills and applications tasks 35%
Portfolio 15%
Examination 50%
The portfolio may consist of a mixture of up to three directed investigations and projects or one substantial project.

4. SPECIALIST MATHEMATICS

LENGTH : Full year

PREREQUISITES : Students who undertake this subject should have studied 3 units of Stage 1 Mathematics: Statistics, Geometry and Mensuration, Models of growth, Quadratics and Other Polynomials, Functions and Graphs, Coordinate Geometry, Planar Geometry, and Periodic Phenomena.

CONTENT : This 2 units subject consists of the following five topics:
1 – Trigonometric Preliminaries
2 – Polynomials and Complex Numbers
3 – Vectors and Geometry
4 – Calculus
5 – Differential Equations

ASSESSMENT The assessment consists of the following components, weighted as shown:
Skills and applications tasks 40%
Directed Investigation 10%
Examination 50%
STAGE 1 HOME ECONOMICS (GROUP 1)

LENGTH : One or two semesters

PRE-REQUISITES : None

CONTENT : The content delivered will be determined by the interests and needs of the students in each class.

Option 1: A combination of 3 main areas of Home Economics.

Food and Nutrition: Food has an impact on lifestyle - investigating a number of areas of food and nutrition, family, culture, home and community.

Child Studies: Satisfying the needs of the family.

Family, Home and Community: Finding a place to live, the alternatives.

All areas have both theoretical and practical components 40%/60%. Independent research is encouraged.

Option 2:

Food and Culture: Food has an impact and influence on lifestyle. Will investigate a range of areas of food and nutrition including culture, history, family, home and community. Food hygiene and hospitality will also be investigated. Both theoretical and practical components 40%/60%. Independent research is encouraged.

Option 3:

Living and working with children: Looks at satisfying the needs of children covering areas of nutrition, food preparation, play, safety, garment/toy construction. Has both theoretical and practical component.

STAGE 2 HOME ECONOMICS (HESS R OR HESS G) (GROUP 1)

STRUCTURE & ORGANISATION : Stage 2 Home Economics is designed to be undertaken in either 1-unit or a 2-unit form.

Students can study one or more of the following 1 unit or 2 unit subjects:
- Early Childhood Studies
- Food and Hospitality Studies

HESS STATUS : - A 2-unit subject has HESS General Status.
- A 1-unit subject does not have HESS status in its own right, but may acquire HESS status when combined with another 1-unit subject eg. a combination of 1 unit Early Childhood Studies and 1 unit Food and Hospitality Studies to make a valid pair has HESS Restricted Status.
**PREREQUISITES**: None.

**CONTENT**:

**Early Childhood Studies**: This subject focuses on children’s growth and development from conception to 6 years inclusive. Students will critically examine attitudes and values about parenting and gain an understanding of the growth and development of children. They will develop a variety of research, management and practical skills.

**Food and Hospitality Studies**: This subject focuses on the impact of the Food and Hospitality industry on Australian society. Students will develop relevant knowledge and skills as consumers and/or as future industry workers.

**COST**: Some projects will require payment.

**ASSESSMENT**:

<table>
<thead>
<tr>
<th></th>
<th>2 unit</th>
<th>1 unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Practical Investigations</td>
<td>30% (3@10%)</td>
<td>25%</td>
</tr>
<tr>
<td>Directed Practical Investigations</td>
<td>30% (2@15%)</td>
<td>50% (2@25%)</td>
</tr>
<tr>
<td>Collaborative Task</td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td>Special Study</td>
<td>30%</td>
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</table>

All written tasks are moderated by SSABSA.

**STAGE 1 P.E. (GROUP 2)**

**LENGTH**: One or two semesters

**PREREQUISITES**: None

**CONTENT**:

**Semester One**:
- Coursework – Body Systems (Anatomy & Exercise Physiology)
- Coursework - Issues Analysis
- Coursework – Fitness (Applied Exercise Physiology)

For practical, possible offerings:
- Lawn Bowls
- Swimming and lifesaving
- Aquatic activity

**Semester Two**:
- Coursework – Biomechanics and Skill Acquisition
- Coursework – Issues Analysis
- Coursework – Sports Nutrition

For practical, possible offerings:
- Badminton
- Golf

Sports offered in Practicals each semester will depend on class sizes.

**ASSESSMENT**:

60% practical
40% Theory
One major practical and two minor practicals per semester.
Two theory topics and Issues Analysis per semester.
Issues Analysis requires students to analyse a contemporary issue in sport.
STAGE 2 PHYSICAL EDUCATION (GROUP 2)

LENGTH : Two semesters.

PREREQUISITES : Year 11 preferred (at least one semester)

CONTENT : All students must undertake 3 coursework tasks covering aspects of Body Systems (Exercise Physiology), Physical Performance & Skill Development and Biomechanics. An analysis task focussing on a contemporary Issue in Sport must be completed (10 hours). A state exam worth 30% is to be sat on the course work content (as above).

Practical (Two semester course)
This section consists of three major 18-20 hour options to be chosen from a list of SSABSA approved practical activities.

ASSESSMENT : According to SSABSA guidelines which indicate a sharing of marks between theory, practical and exam which are then moderated. 50% theory – 50% practical. You must achieve 30% in theory to get an SA.

STAGE 1 OUTDOOR & ENVIRONMENTAL EDUCATION (Group 1)

LENGTH : One or two semesters.

PRE-REQUISITES : It is an advantage to have completed Year 10 Outdoor Education.

CONTENT : The aim of Stage 1 and Stage 2 Outdoor and Environmental Education is to offer students enjoyable challenges in outdoor activities and journeys. These subjects are made up of practical work and theory. You as student will develop the practical skills you need for safe, enjoyable, and adventurous outdoor travel. At the same time, you will develop understanding and appreciation of the natural environment.

What will you learn?
- principles of ecology
- appreciation of the natural environment;
- how to undertake a lightweight journey in a natural environment under supervision (and at Stage 2 the opportunity to conduct an independent journey under limited supervision)
- skills of self-reliance, leadership, and teamwork.
- how to use your skills of observation, investigation, and evaluation in outdoor environments.
- skills of literacy and analysis.

How are these subjects taught?
Your teacher will use a variety of learning activities that will help you to relate the theory you learn to practical situations. Outdoor activities and journeys will enable you to demonstrate all the skills that you have acquired while undertaking challenging and adventurous activities.
This subject can lead to careers in environmental management, outdoor recreation, environmental tourism, adventure tourism, adventure therapy, teaching, or environmental science. There are certificate, diploma, and degree courses in the areas of environmental education, teaching, management, ecotourism, and recreation.

You can count some of the learning and assessment activities in this subject towards other awards such as the Duke of Edinburgh awards. You may also count some learning and assessment activities that lead to other community based leadership schemes conducted by various agencies.

ASSESSMENT:

The Stage 1 subject is assessed by:
- outdoor activities and a journey (50%) – journey is a 3-day bushwalk or sailing trip
- course work (40%)
- an expedition journal (10%).

At Stage 2, if you enrol in a 1-unit subject, your assessment will include:
- course work (50%)
- outdoor journeys or a self-reliant expedition (50%).

At Stage 2, if you enrol in a 2-unit subject, your assessment will include:
- course work (20%),
- outdoor journeys (30%),
- a self-reliant expedition (20%)
- an investigation that is externally marked by SSABSA. (30%)
### SCIENCE

<table>
<thead>
<tr>
<th>Subject</th>
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<td>Agriculture and Horticulture</td>
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<tr>
<td>Agricultural and Horticultural Science</td>
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<td>Biology</td>
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<td>Chemistry</td>
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<td>Physics</td>
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**To obtain more detail about the subjects offered**, go to [http://www.ssabsa.sa.edu.au/cs-stage2.htm](http://www.ssabsa.sa.edu.au/cs-stage2.htm)

**Please note that students from 2007 may choose to study aquaculture either has part of their studies in agriculture or as a separate subject if numbers are sufficient to justify a class.**

#### STAGE 1 AGRICULTURE (GROUP 2)

**Length**: One or two semesters

**Prerequisites**: Year 10 Agriculture would be an advantage

**Content**: The content of the units offered at Stage 1 is largely determined by the needs and skills of the students. While there is a focus toward dairying topics, students may choose other generic or industry specific units. Students may participate in the Led Steer OR Goat project for the Royal Adelaide Show, which may also involve completion of a number of VET units.

**Assessment**: There will be six summative assessment tasks in each semester. To obtain a recorded achievement, students must make a serious attempt at all six. To obtain a satisfactory achievement, students will also need to “pass” 4 of the 6. **Students may elect to choose VET modules from the Rural Training Packages. The assessment for these modules will be in line with TAFE competency training guidelines. This will give the students credit toward their SACE and also modules toward a Certificate I or II in Agriculture.**

#### STAGE 2 AGRICULTURE HESS R (GROUP 2)

**Length**: One or Two Semesters

**Prerequisites**: None
CONTENT: The Curriculum Statement for Agriculture and Horticulture has been updated for 2007 and is broad, offering students a number of options to choose from. Historically the subject has been taught as outlined below, however, the needs of the students in the class will be taken into account before finalising the course content. For example, students wishing to leave school to become farm workers may obtain more benefit from a course that has a more practical emphasis. This course (Agricultural and Horticultural Practice) requires students to complete a number of practical activities e.g. shearing, fencing, pasture establishment, and for each of these activities also complete a test or written assignment. There will also be a practical and theory test covering all topics at the end of the year.

For students who are more academically inclined and prefer assignment work to practical activities Agricultural and Horticultural management would be more appropriate. This may consist of four units: sheep husbandry, dairy husbandry, animal health and pasture science, but these will be negotiated with the students.

They will develop an understanding of the principles involved, problem-solving skills, written and oral communication and practical skills. The aim of the course is for students to be able to apply the knowledge they gain in the classroom in to real situations, either as case studies of farming enterprises, or in practical activities.

ASSESSMENT: Assessment in Stage 2 Agriculture and Horticulture consists of the following components. Each is weighted within the range 20%–50%.

- Assessment Component 1: Practical Activity
- Assessment Component 2: Investigative Activity
- Assessment Component 3: Course Work

STAGE 2 AGRICULTURAL AND HORTICULTURAL SCIENCE HESS G (GROUP 2)

This Curriculum Statement has been revised for 2007. This subject focuses on the scientific principles and concepts which underpin plant and animal production systems that are under human control but still interdependent with the natural environment. Students are encouraged to develop informed opinions on social issues related to agriculture and horticulture.

This 2-unit subject consists of five compulsory core topics and provides a solid background for students wishing to undertake further study in Agriculture or other related areas.

Core Topics
Students study all five core topics:
- Experimentation: Experimental Design and Analysis
- Soil Science: Types, Fertility, and Sustainable Use
- Plant Science: Plant Anatomy and Physiology
- Animal Science: Animal Anatomy and Physiology
- Micro-organisms and Invertebrates.

ASSESSMENT: Assessment in Agricultural and Horticultural Science consists of the following components, weighted as shown:
- Assessment Component 1: Examination (30%)
- Assessment Component 2: Practical Activity (15%)
- Assessment Component 3: Experimental Investigation and Research Report (30%)
- Assessment Component 4: Course Work (25%)
Examination
This assessment component is designed to assess primarily Learning Outcomes 1, 3, 4, and 5. It is weighted at 30%. The 2-hour external examination comprises short-answer and extended-response questions. The examination will be drawn from the Key Concepts and Understandings sections of each topic from Topics 2 to 5.

Practical Activity
This assessment component is designed to assess primarily Learning Outcomes 2, 3, and 5. It is weighted at 15%. A minimum of two summative assessment activities is required in this assessment component. These practical activities can be drawn from any topic(s) or combinations of topics. About 10–15 hours of course time should be spent on practical activities.

Experimental Investigation and Research Report
This assessment component is designed to assess all Learning Outcomes, and is weighted at 30%. This assessment component is made up of two parts:
- Experimental Investigation (15%)
- Research Report (15%).

Experimental Investigation (15%)
The experimental investigation is designed to primarily assess Learning Outcomes 1, 2, 3, and 5. In this assessment component the student chooses a topic of interest, and in negotiation with the teacher, formulates this into an investigative question about an agricultural and horticultural issue. The student's topic should be developed in negotiation with his or her teacher and can be drawn from any aspect of the scope. The student can work independently or in a group, using experimental procedures to test one or more hypotheses. The student must record his or her own findings, draw conclusions, and make his or her own recommendations. The student's method of presentation should be in scientific report format and could include written, multimedia, digital, oral, or visual modes, or any combination of these modes. Any written report should not exceed 1250 words.

Research Report (15%)
The research report is designed to primarily assess Learning Outcomes 1, 3, 4, and 5. The student selects, evaluates, and uses secondary resources to investigate an issue or aspect of a topic in agricultural and horticultural production. The student should negotiate the research with his or her teacher. The topic will be drawn primarily from the Extension Ideas, but can be drawn from any area of the scope and may be an extension of the experimental investigation. The student's research should include cutting edge/current technology and methods being used to solve problems and enhance production. The student should present his or her findings in report form using any form of multimodal presentation, which could include written, multimedia, digital, oral, or visual modes, or any combination of these modes. Any written report should not exceed 1250 words.
Assessment Component 4: Course Work

This assessment component is designed to assess all the Learning Outcomes. It is weighted at 25%.

This assessment component assesses the student’s understandings of the conceptual knowledge covered in the Key Concepts and Understandings aspects of the scope. The student undertakes four summative assessment tasks, two of which are supervised directly by the teacher. At least one assessment task must be in primarily written format and the other in primarily oral format. The ways these will be assessed will vary and could be selected from, for example:

- short answer responses;
- oral reports;
- report in multimedia format;
- digital shows;
- debates;
- written tests;
- interviews.

STAGE 1 BIOLOGY (GROUP 2)

LENGTH : Two semesters

PREREQUISITES : None.

CONTENT : This course aims to expose students to biological principles and practices. The two semesters that have been studied in recent years include topics on Cancer, Food, Ecosystems, Reproduction, Senses and Behaviour and The Arid Environment. Other topics can be chosen, depending on the needs of the students.

ASSESSMENT : Assessment will include topic tests, practical write-ups, practical skills tests, written assignments and oral communication.

STAGE 2 BIOLOGY (HESS G) (GROUP 2)

LENGTH : Two Semesters

PREREQUISITES : Stage 1 Biology is preferred but not essential.

CONTENT : The course consists of 4 units; Macromolecules, Cells, Organisms and Ecosystems. Each unit is divided into 6 strands, these being; Organisation, Selectivity, Energy Flow, Perpetuation, Evolution and Human Awareness. There is a strong emphasis on the recent developments in Biotechnology and the implications this has for society.

ASSESSMENT : 50% School Assessment The school assessment consists of tests, essays etc, 4 practical activities and 1 Social Issues Report. 50% External Examination
STAGE 1 CHEMISTRY (GROUP 2)

LENGTH : 1 or 2 semesters (This subject will only be offered if there are sufficient numbers. This subject may be done by Open Access)

PREREQUISITES : Successful completion of Year 10 Science recommended.

CONTENT : Includes: - Revision of laboratory skills, procedures and chemistry concepts developed over years 8 to 10. Revision and further development of atomic theory, the Periodic Table, ionisation and types of bonding. Recognising chemicals and a range of reaction types eg Redox, precipitation, and metals.

ASSESSMENT : Research assignments, project work, written assignments, laboratory practicals, formal tests and oral presentations make up the assessment.

STAGE 1 PHYSICS (GROUP 2)

LENGTH : One or two semesters (This subject will only be offered if there are sufficient numbers. This subject may be done by Open Access)

PREREQUISITES : Successful completion of Year 10 Science is recommended

CONTENT : Year 11 Physics is a course that attempts to meet the needs of students by being composed of a number of modules. The choice of modules to be studied is largely guided by students' previous experience with Physics and future intentions (viz HESS G Physics). A choice is made from 10 modules, and the teacher can adapt any of these (or produce a new one) to suit the students' background. An example of such a course would be:

Semester 1:
How things move
Electricity for living
Energy resources.

Semester 2:
Why things move
The magic of magnetism
Making light work (or sound ideas).

ASSESSMENT : A variety of assessment modes will be used including tests, exams, presentations, reports and assignments.
STAGE 2 PHYSICS (HESS G) (GROUP 2)

LENGTH : Full year (This subject will only be offered if there are sufficient numbers. This subject may be done by Open Access)

PREREQUISITES : It is assumed that students entering this course will have already gained a broad background in the elementary concepts of physics from the study of science at lower levels of secondary school, and in particular from the study of physics as a full year course at Year 11. The ability to solve problems in physics also requires facility and skills in mathematics.

CONTENT : All students will undertake a study of four major areas: Mechanics, Electric and Magnetic Fields, Waves and Photons, The Atom and its Nucleus.

ASSESSMENT : As per SSABSA requirements.
<table>
<thead>
<tr>
<th>MATERIAL PRODUCTS</th>
<th>STAGE 1</th>
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<tbody>
<tr>
<td>Furniture Construction</td>
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<tr>
<td>Welding and Fabricating</td>
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<td>Machining</td>
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<tr>
<td>SYSTEMS &amp; CONTROL PRODUCTS</td>
<td>STAGE 1</td>
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<tr>
<td>Small Engine Maintenance</td>
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<tr>
<td>MATERIAL PRODUCTS</td>
<td>STAGE 2</td>
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<tr>
<td>Furniture Construction</td>
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<td>Welding and Fabricating</td>
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<td>Systems &amp; Control Products</td>
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<tr>
<td>COMMUNICATION PRODUCTS</td>
<td>STAGE 1</td>
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<td>STAGE 2</td>
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<tr>
<td>INFORMATION PROCESSING AND PUBLISHING</td>
<td>STAGE 1</td>
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<td></td>
<td>STAGE 2</td>
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</tbody>
</table>

Please note that assessment for all of the Stage 1 Technology Studies subjects that follow is in accordance with SSABSA requirements. This is applicable for all Stage 1 subjects and appears in the Senior School Student Expectations newsletter sent home early in the year.

STAGE 1 TECHNOLOGY ASSESSMENT

SATISFACTORY ACHIEVEMENT

Students can be considered to have attained satisfactory achievement in this unit of Technology Studies if they have:

- enrolled in Technology Studies and not withdrawn
- undertaken a program of work and completed summative assessment tasks that cover the four learning domains
- presented work that satisfies the following criteria:
  - all materials submitted are considered by the teacher to be the student’s own work
  - evidence is shown of the methods used to obtain results
  - work is completed within negotiated times where appropriate
  - a folio of work is kept
  - the technology research assignment has been submitted and reflects a genuine attempt at the task and has completed summative assessment tasks according to the criteria for judging satisfactory performance as specified in the ESF.

RECORDED ACHIEVEMENT

Students can be considered to have attained recorded achievement in this unit of Technology Studies if they have:

- enrolled in Technology Studies and not withdrawn;
- undertaken a program of work and completed summative assessment tasks that cover the four learning domains.
CONSTRUCTION TECHNOLOGY

STAGE 1 FURNITURE CONSTRUCTION (GROUP 2)

LENGTH : One or two semesters.

PREREQUISITES : It is an advantage to have completed Year 10 Materials Technology.

CONTENT : This course introduces the student to the principles and practical activities used in the construction of contemporary and traditional furniture. A particular focus will be on "knockdown fittings", in one of the semesters, with more traditional jointing covered in the other semester along with an introduction to wood turning. The safe use of fixed and portable power machines is emphasised. Students will be expected to construct a number of projects using current techniques. CAD drawing is used as well as traditional drawing techniques.

COSTS : Pre-payment of project costs is required.

STAGE 1 WELDING AND FABRICATING (GROUP 2)

LENGTH : One semester.

PREREQUISITES : It is an advantage to have completed Year 10 Materials Technology.

CONTENT : This course offers students the opportunity to use metal as a medium of construction. It includes gas, arc (stick) welding with an emphasis on arc welding techniques. After establishment of a variety of base skills, student designed projects are completed to teach the design and metal fabrication processes. Orthogonal drawing techniques will be covered.

COSTS : Pre-payment of project costs is required.

STAGE 1 MACHINING (GROUP 2)

LENGTH : One semester

PREREQUISITES : It is an advantage to have completed Year 10 Materials Technology

CONTENT : This course introduces the student to a range of industry related skills around the machining of metal including marking and measuring, cutting, grinding, drilling and lathe work using a Hercus lathe. A number of small tools will be produced to teach the skills. An opportunity to experience CNC (computer numeric control) machining is organised during the course.

COSTS : Pre-payment of project costs is required.
ENERGY TECHNOLOGY

STAGE 1 SMALL ENGINE MAINTENANCE (GROUP 2)

LENGTH : One semester

PREREQUISITES : It is an advantage to have completed Year 10 Systems Technology.

CONTENT : This course will focus on the motor cycle and outboard engine as a medium to introduce the function and maintenance of various engine systems (eg. fuel, ignition). After a study of the more important systems, motorcycles and outboard engines will be serviced and time devoted to trouble shooting procedures. Part of the course covers the study of financial, legal and social aspects of owning these modes of transport.

COSTS : A small charge for materials used.

TECHNOLOGY STUDIES

STAGE 2 FURNITURE CONSTRUCTION (GROUP 2)

LENGTH : Two semesters

PREREQUISITES : Stage 1 Furniture Construction is highly recommended

CONTENT : This unit covers the principles and practical activities used in the construction of traditional as well as contemporary furniture. It includes the application of rods and the safe use of power tools. C.A.D. drawing is used as well as traditional drawing techniques. Students will be expected to construct a minor and major project using a variety of jointing techniques.

COSTS : Pre-payment of project costs is required.

ASSESSMENT : This will be based on practical work completed as well as set research topics.
STAGE 2 WELDING AND FABRICATING (GROUP 2)

LENGTH : One or two semesters.

PREREQUISITES : It is an advantage to have completed Stage 1 Welding and Fabricating.

CONTENT : This course offers the opportunity to extend the requirements of the Stage 1 course. Extension is offered in metal fabrication and ARC welding (stick electrode, M.I.G. and others). Students will be expected to construct a minor and a major project using a variety of jointing techniques. C.A.D. drawing as well as traditional drawing techniques will be used. Additional research assignments will be required.

COSTS : Pre-payment of project costs is required.

ASSESSMENT : This will be based on practical work completed as well as set research topics.

STAGE 2 AUTOMOTIVE MAINTENANCE (GROUP 2)

LENGTH : One or two semesters

PREREQUISITES : It is an advantage to have completed Year 10 Systems Technology or Stage 1 Small Engines Maintenance.

CONTENT : This course will focus on the motor vehicle and includes an introduction to the function and maintenance of various vehicle systems (i.e. cooling, fuel, lubricating and electrical). Vehicles will be serviced on the school hoist. Part of the course is devoted to a study of the financial, social and legal aspects of vehicle ownership.

COSTS : A small charge for materials used.

ASSESSMENT : This will be based on practical work completed as well as set research topics.
PHOTOGRAPHY

STAGE 1 PHOTOGRAPHY (GROUP 2)

LENGTH : One semester

PREREQUISITES : None required but year 10 Media would be beneficial.

CONTENT : Students in this course develop their skills in taking and producing photographs by working toward producing a product using photographic images. They may work in either traditional film photography and/or digital photography. They will be required to analyse other products and use the results of their analysis to assist them develop ideas for their own work. They will use the design process to further enhance these concepts and finally realise their own product. They will also be required to demonstrate skills in camera techniques and darkroom techniques.

ASSESSMENT : Product Analysis 10%
Design and Communication Task 20%
Product Realisation 50%
Skills Tasks 20%

COST : Students will need to pay for some of the material used.
Approximately $30 / Semester

STAGE 2 HESS R PHOTOGRAPHY (GROUP 2)

LENGTH : One or two semesters

PREREQUISITES : None are assumed, although any previous course in photography would be an advantage.

CONTENT : This course allows the students to explore a theme of their choice and develop a photographic essay to tell a story from this theme. They will be required to analyse other photographic essays and use the results of their analysis to assist them develop ideas for their own work. They will use the design process to further enhance these concepts and finally realise their own essay. They will also be required to demonstrate skills in camera techniques and darkroom techniques.

ASSESSMENT : Product Analysis 5%
Design and Communication Task 20%
Product Realisation 50%
Skills Tasks 20%
Issues Essay 5%

COST : Students will need to pay for materials used.
Approximately $50 / semester.
INFORMATION PROCESSING

STAGE 1 INFORMATION PROCESSING AND PUBLISHING

LENGTH : Part 1 Semester
         Part 2 Full year (students must successfully complete Part 1)

PRE-REQUISITES : None.
                  A program is devised according to the keyboarding background of
                  students.

CONTENT : Stage 1 Information Processing and Publishing consists of the
          following five topics:
          - Business Publishing (1 unit or ½ unit)
          - Digital Presentations (1 unit or ½ unit)
          - Digital Publishing (1 unit or ½ unit)
          - Personal Publishing (1 unit or ½ unit)
          - Data Input (½ unit)

          A semester course consists of either a single topic or two topics
          combined. Data input must be combined with another unit.

ASSESSMENT : Practical Skills 40%
              Designing & Skills Application 30%
              Issues Analysis 15%
              Technical and Operational Understandings 15%

STAGE 2 HESS R INFORMATION PROCESSING AND PUBLISHING (GROUP 2)

LENGTH : One Unit (Semester)
         Two Units (Full year)

PRE-REQUISITES : None but completion of Stage One Practical
                  Information Processing is highly recommended.

CONTENT : Stage 2 Information Processing and Publishing consists of the
          following four units of study:
          - Desktop Publishing (1 unit)
          - Electronic Publishing (1 unit)
          - Personal Documents (1 unit)
          - Business Documents (1 unit)

ASSESSMENT : Practical Skills 40%
              Designing & Skills Application 30%
              Issues Analysis 15%
              Technical and Operational Understandings 15%
ENGLISH

STAGE 1 ENGLISH

LENGTH : Full year

PREREQUISITES : None. This is a compulsory unit.

CONTENT : English at Stage 1 is a compulsory element of the SACE and, as such, should be accessible to a wide range of students who wish to develop and display their ability to use language appropriately for a range of purposes. It is designed to be very flexible in the ways in which the Learning Outcomes may be achieved. It is also the basis for students who wish to continue with the study of English at Stage 2. There are two subjects at Stage 2 - English Communications and English Studies.

The study of English, by its nature, is concerned with reading, viewing, writing, speaking and listening; students in this subject will have the opportunity to develop skills in these areas. They will read, view, and respond to a number of texts. This will help them to develop critical awareness of how authors and texts operate, to clarify their own beliefs and values, and to develop a sense of identity. They will use the example of these texts to create texts of their own for a range of purposes and in a range of forms enabling them to improve their own ability to express their ideas accurately and fluently in a form and style appropriate to the purpose.

Students will become aware of the power of language in its social context and gain an awareness of how it can be used to influence cultural views of the world as well as to gather and communicate information. This will help them to evaluate different viewpoints and to work collaboratively in the learning process.

There are three assessment components: Written Responses, Oral Presentation and Critical Literacy Studies which contains two options; Function and Power of Language Study and Connected Texts study. The first two assessment components are required in each unit along with one or other of the Critical Literacy Studies.

ASSESSMENT : For one unit:

Written Responses (1,200 – 4000 words in total)
2 responses to texts
2 non-text based writing;

Oral Presentation (2 – 6 minutes each)
1 oral presentation;
Critical Literacy Studies: (500 – 1000 words or a 3 – 7 minute oral presentation.)

Either one of:

Function and Power of Language task

Or

Connected Texts task

Minimum weighting for any assessment component is 10%.
2 units = full year course.

Note: Students must attain at least ‘recorded achievement’ in a 2 unit sequence of Stage 1 English to fulfil the requirements of the SACE.

STAGE 2 ENGLISH COMMUNICATIONS (HESS G)

LENGTH : May be undertaken as 1 semester (1 unit) or Full Year (2 units).

PREREQUISITES : Satisfactory completion of Stage 1 is highly recommended.

CONTENT : English Communications is designed to give students the opportunity to learn about the power of language in society. They will consider the role of language as the means of communication between individuals, groups, and organisations. Students will have the opportunity to recognise the way that language defines, shapes, and reflects the relationships between people. In undertaking English Communications, students will have the opportunity to consider the processes of communication that are happening all round them. They will look closely at examples of visual and written communication in their daily lives and in the media, and refine their own critical thinking and communication skills.

Students will read, view and respond to a number of texts. By developing strategies that allow for the exploration of language and the study of different text types, students will have the opportunity to improve their skills, competence, knowledge, and personal confidence. By focusing on the creativity and craft of other authors, students will have the opportunity to develop their own skills in creating texts. They will apply the strategies they observe in the work of others as they create their own texts. They will write, speak, and use information and communications technologies in a variety of forms that reflect and extend their creative ability and their capacity for critical reasoning.

English Communications may be taken as either a 1-unit or a 2-unit subject. There are some compulsory parts of each unit. There are also a number of options called ‘applications’, which allow students to focus on particular areas and develop practical skills in those areas. The applications have been designed to cater for a range of interests. Some applications may allow students to gain accreditation towards a national vocational qualification under the Australian Qualifications Framework, while gaining credit towards the South Australian Certificate of Education. The intention is to give students the opportunity to choose pathways that suit a range of needs and purposes.

There are four assessment components: communication, text response, text production, and application.
ASSESSMENT:

2 units = full year course.
For 1 unit, the following components must be completed:

**Text Production:** 30% (2 unit course 15%)
Produce texts from 2 of the following categories: Narrative; Recount; Exposition; or Imaginative.
All four are covered in a 2-unit course. The word count for each is 500 – 1000 words. One task is to be produced in a 90 minute supervised task. A choice of tasks is to be provided, but not known in advance and may be word-processed or hand written.

**Application:** 30% (2 unit course 15%)
One application is selected from a range of options (two for a 2-unit course). Each has a written component of 800 – 1000 words and an oral presentation of 4 – 6 minutes except as specified. Applications include the following:

- Film-making
- Interacting
- Language
- Oral Language
- Workplace Writing

- Film Reviewing
- Investigating
- MultiMedia Web Authoring
- Prose Reviewing
- Writing for Publication

Students must complete either a Communication Study or a Text Response Study in a 1-unit course. Both must be completed for a 2-unit study.

**Communication:** 40% (2 unit course 20%)
The following tasks must be completed:
- A written Comparison of 2 examples from one category
- A Creation of an example and a written explanation
- An Oral Presentation on a communication example (4-6 minutes)
At least two categories of communication must be covered. Word count of written tasks: 1000 – 2000 words.

**Text Response:** 40% (2 unit course 20%)
The following tasks must be completed:
- 2 written tasks (total word count 1000 – 2000 words)
- 1 oral presentation (4-6 minutes)
Each task must focus on a different text type. Text types include: extended prose text; selection of poems; film or television mini-series; a drama text or a drama performance.

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**STAGE 2 ENGLISH STUDIES HESS G** (Publicly Examined Subject)

**LENGTH** : Full year

**PREREQUISITES** : Satisfactory completion of Stage 1 English is highly recommended.

**CONTENT** : English Studies is concerned primarily with the reading and viewing of texts. Students are required to read and view seven extended texts plus a number of shorter texts. Students are required to think about the way they read and view, and the way texts are put together. They will look analytically at texts from a range of cultural contexts, including texts from the past, contemporary texts, and those drawn from everyday experience.

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

In small and large groups, students will discuss their interpretations of texts. They will develop pieces of writing and oral presentations that show the depth and clarity of their understanding. Focusing on the creativity and craft of the authors they encounter, students will have the opportunity to develop strategies to enhance their own skills in creating texts and to put into practice the techniques they have observed. They will extend their ability to sustain a reasoned argument about texts in forms of writing and speaking that show critical understanding. They will develop strategies that will allow them to weigh alternative opinions against each other.

English Studies allows students to extend the scope of their reading and viewing. It enriches the personal development of students by encouraging them to explore texts from a cultural and critical perspective. It promotes the building of an interest in many kinds of texts, and in making connections between texts and personal and cultural experience.

There are four assessment components: external examination, individual study, shared studies, and text production.

**ASSESSMENT**

| Assessment Component 1: External Examination | 30% |
| Assessment Component 2: Individual Study | 20% |
| Assessment Component 3: Shared Studies | 30% |
| Assessment Component 4: Text Production | 20% |
| - Written Text Production | 10% |
| - Oral Text Production | 10% |

**Assessment Component 1: External Examination**
The 3-hour examination will require candidates to write three responses. It will be divided into three sections and students must choose one question from each section:
- Section A will contain questions on the study of two single texts or the study of paired texts or the study of poetry. The study that is the focus of this section in any given year will not be known in advance.
- Section B will contain questions on the two studies not addressed in Section A.
- Section C will contain questions based on the critical reading of one or more unseen short texts.

**Assessment Component 2: Individual Study**
Students are to base their Individual Study on two independently chosen texts, one of which may be a film. The individual study comprises a supporting study of 6000 to 8000 words and a critical essay of 1500 to 2000 words. Teachers will be required to give a predicted mark for these two items. The supporting study and the critical essay will be considered as one component and will be externally marked. Students must adhere to the prescribed word-limits.

**Assessment Component 3: Shared Study**
Students must complete 8 – 10 tasks over the year in response to shared texts studied. The students will undertake a:
- study of two single texts
- study of paired texts
- study of poetry
- critical reading study of short texts.
Texts must include one film, one or more plays, one or more extended prose texts and 1000 lines of poetry from 2 or more poets.

Assessment Component 4: Text Production
Students should complete the following:
- Written texts – 2 or 3 texts covering a range of text types.
- Oral texts – 2 or 3 presentations covering a range of forms.

GERMAN

STAGE 1 GERMAN (GROUP 1)

LENGTH : One or two semesters
PREREQUISITES : Successful completion of Year 10 German is highly recommended
CONTENT (OPEN ACCESS) : Semester 1
This course will involve students engaging in conversation and correspondence, exchanging information, ideas and opinions on topics relating to their experience and interests. Students will develop an understanding of written and spoken texts in German, and they will demonstrate this understanding by responding, or by representing the information in a variety of ways in English. Students will study and respond to a number of aesthetic works, write on chosen topics and express their thoughts in German. This will be achieved through the study of a variety of theme based modules.

Semester 2
The content of Semester 1 will be further developed. Emphasis will be placed on the students preparing for and completing their Oral Presentation, Folio and Considered Responses.

ASSESSMENT : There are five assessment procedures. Assessment will be based on oral, aural and written work which includes exams.

STAGE 2 GERMAN (GROUP 1)

LENGTH : Full year
PREREQUISITES : Successful completion of Year 11 German
CONTENT (OPEN ACCESS) : Semester 1
This course will involve students engaging in conversation and correspondence, exchanging information, ideas and opinions on topics relating to their experience and interests. Students will develop an understanding of written and spoken texts in German, and they will demonstrate this understanding by responding, or by representing the information in a variety of ways in English. Students will study and respond to a number of aesthetic works, write on chosen topics and express their thoughts in German. This will be achieved through the study of a variety of theme based modules.

Semester 2
The content of Semester 1 will be further developed. Emphasis will be placed on the students preparing for and completing their Oral Presentation, Folio and Considered Responses.

ASSESSMENT: There are five assessment procedures. Two are external (exams) and three are based upon assignments and activities. Assessment will be based on oral, aural and written work.