Stage 2

(Year 12)

Subject Selection

Information Booklet

2017
Introduction

This booklet contains all of the subjects we intend to run at Samaritan College at Stage 2 (Year 12) in 2017.

All subjects, however, are dependent on securing suitably qualified staff to teach the subject as well as ensuring there is sufficient interest from students to run the subject. The list in this booklet is what the College intends to offer in 2017.

Our booklet makes comment about how Samaritan College intends to deliver Stage 2. This may be different at other schools.

Choosing Your Subjects

This booklet is only one of the many methods that students and their parents should use to choose subjects for 2017. The teacher of the subject is the best source of information and the information in this booklet is designed to complement any advice from the teacher.

Our booklet should be read in conjunction with the SATAC Tertiary Entrance Guide (the small orange booklet). The subject choices you make now may impact on what you can do in 2017 and beyond.

Good luck.
FAQs and Special Advice

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

What is an ATAR?

An ATAR (Australian Tertiary Admission Rank) is the ‘score’ used to determine university offers. It is determined by SATAC (South Australian Tertiary Admissions Centre). Further details of how the ATAR Rank is calculated can be found in the SATAC Tertiary Entrance Guide (page 6).

What does TAS mean?

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

- Community Studies
- Research Project A
- Modified subjects

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

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

No - getting an ATAR is more complex than completing SACE and is only required for those students wishing to enrol in university after Year 12. Without your SACE, you cannot get an ATAR, regardless of your level of achievement.

Is TAFE entry the same as University entry?

No, but it is similar. Depending on the level of TAFE course students may still to need to meet the course admissions requirement and TAS subjects still need to be attempted to generate a TAFE selection score. The higher your score, the more likely you are to get your place at TAFE. To apply for most TAFE courses, you must apply through SATAC. There are, however, other training organisations that offer the equivalent of a TAFE course.

What are Prerequisites and Assumed Knowledge at University?

Some university courses require you to study particular subjects at Year 12. These are outlined in the SATAC guide. Normally it is only Engineering/Science courses that require a combination of either Physics, Chemistry, Mathematical Methods and Specialist Mathematics. If a subject is a university prerequisite it means you cannot apply unless you have studied that subject at Year 12.
Assumed knowledge means you do not have to have studied it at Year 12 but university lecturers will assume you have or that you have a very good understanding of it. Different universities have different requirements. The SATAC book only includes information about the University of Adelaide, UniSA, Flinders University and Charles Darwin University. Brochures and guides for interstate universities are available on request or use the internet to source the information required.

Some Music and Art courses at university need special entry applications such as portfolios and auditions, and certain medicine and health related courses require the completion of the Undergraduate Medicine and Health Sciences Admission Test (UMAT) and an interview.

These differ for each university (including interstate) and it is important you check the requirements for any course you are interested in studying. The details for the South Australian universities (Adelaide University, Flinders University, the University of South Australia and Charles Darwin University) prerequisites and assumed knowledge can be found in the SATAC Tertiary Entrance Guide (from page 17).

Can you do any combination of subjects?

To complete your SACE, you can generally do any combination of subjects. To get an ATAR, however, you need to check the SATAC Tertiary Entrance Guide to make sure that you do not study too much of the same type of subject. For example, you cannot study two English subjects at Year 12 (counting restrictions), however, you can do four (4) lots of 10 credit Music or 40 credits of Mathematics. Some combinations of subjects cannot be undertaken together such as General Mathematics and Mathematical Methods. These are called precluded combinations. Further details can be found in the SATAC Tertiary Entrance Guide (page 47).

All subjects required for an ATAR need to be studied for the whole year at Stage 2

All Samaritan College subjects are 20 credits, except for Music subjects, which are taken as 10 credit subjects (half year) and joined with other 10 credit Music subjects. For a 10 credit Music subject to count toward an ATAR, it must be paired with another 10 credit Music subject. Research Project and Religion (10 credit) can also contribute towards an ATAR score.

How do the Bonus Point Schemes work?

The Bonus Point Schemes have changed in recent years, aligning all universities to offer the same bonus points to all students across the state. There are two Bonus Point Schemes now available to students:

- The South Australian Universities Equity Scheme (5 points maximum) o All three South Australian Universities will provide bonus points to either entire cohorts of students in schools, or alternatively individuals within certain schools.
  o Bonus Points for this scheme are calculated each year and up to five (5) points will be allocated.
  o Bonus Points will be awarded based on a schools’ remoteness, the ‘participation rate’ of students attending university, the mean ATAR score in the school and the schools’ Index of Community Socio-Educational Advantage.
  o Currently, Samaritan College does not receive any Bonus Points under this scheme, however, individuals can also apply for up to five (5) points dependent on their personal circumstances.
• The South Australian Language, Literacy and Mathematics Bonus Scheme  
  All three South Australian Universities will provide bonus points to individual students who complete specified subjects. A maximum of four (4) Bonus Points will be awarded to each student. These Bonus Points will apply to any course in South Australia except for most Bachelor of Clinical Science/Medicine courses.
  
  ○ Two (2) Bonus Points are awarded for completing any 20 credit subject in English Studies, English Communication, Specialist Mathematics, Mathematical Methods and a Language Other Than English (LOTE).

Bonus Points are added to the students’ raw/aggregate score, not their ATAR. Their ATAR is then recalculated from the ‘new’ aggregate score. Bonus Points do not contribute to SACE completion. Further details of these schemes can be found on page 8 of the SATAC Guide.

**How do Vocational Education and Training (VET) studies fit into SACE?**

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

**What is Research Project (RP)?**

This is compulsory subject and a C- grade or better must be achieved for a student to gain their SACE. Students also have the option to count their Research Project grade towards their ATAR. At Stage 1, students undertake Research Practices to prepare them for this subject.
Seeking Further Assistance

General advice regarding subject selections, the SACE and tertiary pathways can be directed to:

Mr Tony Hall (Director of Teaching and Learning) or
Miss Tanya Gibson (Director of Student Services) or
Mr John Lyons (Deputy Principal)

Subject specific advice (by curriculum area) can be directed to:

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<td>Mathematics</td>
<td>Miss Cristina Torres</td>
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Useful Weblinks

The websites below might assist with career and further tertiary study options.

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<td><strong>SACE</strong></td>
<td>Details of all Stage 1 and Stage 2 subjects, containing subject outlines and work samples. Any information related to the SACE is found here.</td>
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<td><strong>South Australian Tertiary Admissions Centre (SATAC)</strong></td>
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<td><strong>myfuture</strong></td>
<td>Provides extensive information about career research and planning.</td>
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<td><strong>My Skills</strong></td>
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The SACE

The South Australian Certificate of Education (SACE) is the qualification awarded to students upon their successful completion of secondary education in South Australia.

The SACE is made up of two parts: Stage 1 (which most students do in Year 11) and Stage 2 (which most students do in Year 12). Students need to get 200 credits to achieve the SACE, through a mixture of compulsory and free-choice subjects and courses.

Work will be assessed using an A to E grading system in Stage 1 and an A+ to E– grading system in Stage 2. These systems are supported by rigorous quality assurance processes.

To be awarded the certificate, students will need to achieve a C grade or better for the compulsory Stage 1 subjects — the Personal Learning Plan and English and mathematics subjects. You will also need to achieve a C– grade or better in 60 credits of Stage 2 subjects and in 10 credits for the Research Project.

The other subjects and courses span a wide range of learning areas: Arts; Business, Enterprise, and Technology; English; Languages; Health and Physical Education; Humanities and Social Sciences; Mathematics; and Sciences. There are also flexibilities in the SACE which include cross-disciplinary subjects and recognition of community learning.
VET Course Information

Several TAFE courses, such as Allied Health, require students to undergo work experience at sites that mandate:

- White cards
- First aid
- Police clearances

These costs are additional to the specific TAFE certificate course, and are to be incurred by student/parents/caregivers.

Certificate III courses are not covered by the Training Guaranteed for SACE Students (TGSS) scheme, and as such incur additional fees. Some Certificate II courses are covered by TGSS, but not all are and hence may incur fees that are to be paid for by students/parents/caregivers. Students (and parents) are advised to contact the college to ascertain which courses are TGSS.

To avoid incurring fees for TGSS courses students need to complete an application form (Form A) and return it to the school before the commencement of their TAFE course. These forms can be downloaded from the college website.

Not all TAFE courses can be accessed by students in Whyalla. Students need to do their own research to see whether their preferred course is run at Whyalla TAFE or can be accessed online. Students/parents/caregivers need to be aware that there are additional fees payable for online courses (charged by the organisations that provide the course materials) and that these fees are to be incurred by the students/parents/caregivers concerned. Samaritan College has no influence over the quality or content of online VET courses; nor does Samaritan College “chase” students who have not met the course requirements (i.e. do not complete assignments).

In order to gain a VET qualification students need to complete the prescribed number of course hours (these differ between courses) and demonstrate the required competencies. Given the high number of hours that must be completed students are advised that they will be required to attend TAFE/complete practicals, etc outside of normal school hours. This may mean having to work and/or attend TAFE during the school holidays, on weekends and after school.

Students need to be focused and self-driven to successfully complete VET subjects. Students obviously undertake studies at TAFE which means they miss one day a week of school (either a full day or two half days). VET students receive a study line to help them catch up on the school work they miss, but they do not get school time to work on their TAFE assignments.
Religion Studies Options

Religion Studies (10 credit)

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

Content:
Students study the core topic and one option topic (chosen by the school)

Core Topic
- Understanding Religion

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

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

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

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

Prerequisites:
None.
Religion Studies (20 credit)

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

Content:
Students study the core topic and two option topic (chosen by the school)

Core Topic
- Understanding Religion

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

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

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

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

Prerequisites:
None.
Integrated Learning – Global Citizenship

General Information:
This subject explores what it means to be global citizen in the modern day. Through examining modern-day phenomena and current events, such as social justice and equity, sustainable development, and peace and conflict, students learn how their actions can make a difference to the lives of others. Students develop their understanding of Catholic social teaching and examine how they can act in socially just and sustainable ways. Students will be required to collaborate with others to raise awareness and understanding of social issues in our school, church and wider community.

Content:
Students study:
- What it means to be a global citizen in the 21st century
- The key elements of Catholic social teaching and their modern-day relevance to students’ lives
- Examples of social injustice, their causes and ways of addressing social injustice
- Relevant current events and phenomena, such as child labour, honour killings and pollution

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

Special Information:
No examination. It is a language-rich subject meaning students need to be prepared to locate information from a range of sources, write essays and discuss topics. Students will also be required effectively collaborate with others in assignment. Students do not need to be active in their faith to do well at this subject. This subject is intended for students who are interested in current events and issues related to social justice.

Prerequisites:
None.
**Integrated Learning – Student Leadership**

**General information:**
This subject explores what it means to be an effective school leader. Students reflect on the qualities of effective spiritual and religious leaders (past and present) and identify their own leadership attributes and skills. They work with peers to develop a thriving and robust SRC, and work with members of the junior SRC to help them develop their leadership skills. Students who undertake this subject will be expected to undertake regular community outreach and organise and lead school events, such as assemblies, fundraisers and Patrons’ Day activities.

**Content:**
Students study:
- The qualities and skills of effective leaders
- How to develop and maintain a robust SRC
- How to run effective meetings, resolve disputes and work collaboratively to achieve team goals
- How to plan, organise and run large-scale events

**Assessment:**
School-based assessment – 70%
- Practical Activity – 30%
- Group Activity – 20%
- Folio and Discussion – 20%

External assessment – 30%
- Report – 30%

**Special Information:**
No examination. It is a language-rich subject meaning students need to be prepared to locate information from a range of sources, write essays and discuss topics. Students will also be required effectively collaborate with others in assignment. Students do not need to be active in their faith to do well at this subject. This subject is intended for students who are elected to the Year 12 SRC and/or are House Leaders.

**Prerequisites:**
None.
**English Options**

**English**

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

**Content:**
In English, students consider the relationship between audience, purpose and form in a range of texts. This involves both the reading and creating of texts and this underpins the course which is divided into three areas:

1. Responding to Texts
2. Creating Texts
3. Comparative Analysis

**Assessment:**
Responding to Texts – 30%
Students will need to produce two written responses and one oral response to a total of 2000 words.
Creating Texts – 40%
Students create three texts of different styles (3000 words total), and a writer’s statement (1000 words).
Comparative Analysis – 30%
Students independently compare two texts and present their analysis in the required form (2000 words), which is externally assessed.

**Special Information:**
Students complete a total of 8 assessment tasks (total of 8000 words).
You cannot choose both English AND Literature Studies or Essential English.

**Preferred prerequisites:**
Students should have completed Stage 1 English.
**Essential English**

**General Information:**
Students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

**Content:**
Students develop their skills in understanding and interpreting information, ideas, and perspectives in texts and considering ways in which language choices are used to create meaning. The course is divided into three areas:
1. Responding to Texts
2. Creating Texts
3. Language Study

**Assessment:**
Responding to Texts – 30%
Students complete three assessment tasks of varying types, including at least one written assessment and one oral assessment. Responses are a maximum of 800 words or 6 minutes.

Creating Texts – 40%
Students create three texts of different styles including one advocacy text. At least one of the three texts is a written assessment and one an oral assessment. Responses are a maximum of 800 words or 6 minutes.

Language Study – 30%
The language study focuses on the use of language by people in a context outside of the classroom. Students consider the practical and ethical implications of communicating effectively and appropriately. They examine the use of language in their chosen context, including the communication of information, ideas, and perspectives and reflect on the strategies and language used to communicate in a specific context. The language study is a maximum of 1500 words/8 minutes and it is assessed externally.

**Special Information:**
Students complete a total of 7 assessment tasks (total of 8000 words).
You cannot choose both Essential English AND Literature Studies or English.

**Preferred prerequisites:**
Students should have completed Stage 1 English.
Literature Studies

General Information:
This subject focuses on literature. It offers students an opportunity to interact with both classic and contemporary texts. Students will extend their ability to present a reasoned critical argument and write with eloquence.

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

Creating Texts
Students develop and demonstrate creativity and use language for a range of purposes. There is an emphasis on creative expression and the practical application of literary techniques to the student’s own work.

Text study:
Students identify and study a text independently and compare it with one of the texts studied by the class.

Assessment:
- Responding to texts (50%) – Students respond to the class texts studied in an analytical way, often in the form of an essay, although other presentation methods may be included. They will complete up to five responses to the shared studies, to a collective total of 5000 words.
- Creating texts (20%) - Students create texts, both written and oral, for a variety of purposes to a maximum of 1000 words each. One assessment is a transformative text task and writer’s statement (maximum 1500 words).
- Comparative Text Study (15%) – Students independently select and study a text which they compare with one of the class texts. They prepare a formal critical essay of 1500 words which is externally assessed.
- Examination (15%) – There is an end of year examination which is externally assessed. In this exam students are expected to complete a critical reading analysis of one or more short texts. The exam runs for 90 minutes with 10 minutes reading time.

Special Information:
Students complete a total of 8 assessment pieces (9000 words) plus an exam for this subject. You cannot choose Literature Studies AND English or Essential English.

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

General information:
Stage 2 Essential Mathematics articulates with the Stage 1 Essential Mathematics subject. It is a 20-credit subject. In this subject students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.
Stage 2 Essential Mathematics prepares students with the mathematical knowledge, skills, and understanding needed for entry to a range of practical trades and vocations. The term ‘trade’ is used to suggest a context in a generic sense to cover a range of industry areas and occupations such as automotive, building and construction, electrical, hairdressing, hospitality, nursing and community services, plumbing, and retail.

Content:
Stage 2 Essential Mathematics consists of the following six topics:
Topic 1: Scales, Plans, and Models
Topic 2: Measurement
Topic 3: Business Applications
Topic 4: Statistics
Topic 5: Investments and Loans
Topic 6: Open Topic
Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

Assessments:
The following assessment types enable students to demonstrate their learning in Stage 2 Essential Mathematics:

School Assessment (70%)
• Assessment Type 1: Skills and Applications Tasks (30%)
• Assessment Type 2: Folio (40%)

External Assessment (30%)
• Assessment Type 3: Examination (30%)
Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:
• four skills and applications tasks
• three folio tasks
• one examination.

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

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

General Information:
Stage 2 General Mathematical is a 20-credit subject at Stage 1, and a 20-credit subject. General Mathematics extends students’ mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Content:
Stage 2 General Mathematics consists of the following six topics:
1. Modelling with Linear Relationships
2. Modelling with Matrices
3. Statistical Models
4. Financial Models
5. Discrete Models
6. Open Topic
Students study five topics from the list of six topics above. All students must study topics 1, 3, 4, and 5. For the fifth topic, schools may:
• follow the content for Topic 2: Modelling with Matrices as outlined in this document, or
• choose to develop an open topic.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 2 General Mathematics:
School Assessment (70%)
• Assessment Type 1: Skills and Applications Tasks (40%)
• Assessment Type 2: Mathematical Investigations (30%)
External Assessment (30%)
• Assessment Type 3: Examination (30%)
Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:
• five skills and applications tasks
• two mathematical investigations
• one examination.

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

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

General Information:
Mathematical Methods is a 20-credit subject at Stage 2. Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

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

Content:
Stage 2 Mathematical Methods consists of the following six topics:
Topic 1: Further Differentiation and Applications
Topic 2: Discrete Random Variables
Topic 3: Integral Calculus
Topic 4: Logarithmic Functions
Topic 5: Continuous Random Variables and the Normal Distribution
Topic 6: Sampling and Confidence Intervals.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Methods.
School Assessment (70%)
• Assessment Type 1: Skills and Applications Tasks (50%)
• Assessment Type 2: Mathematical Investigation (20%)
External Assessment (30%)
• Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:
• six skills and applications tasks
• one mathematical investigation
• one examination.

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

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

General Information:
Stage 2 Specialist Mathematics is a 20-credit subject. Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Methods. Specialist Mathematics draws on and deepens students’ mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.
The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Content:
Stage 2 Specialist Mathematics consists of the following six topics:
Topic 1: Mathematical Induction
Topic 2: Complex Numbers
Topic 3: Functions and Sketching Graphs
Topic 4: Vectors in Three Dimensions
Topic 5: Integration Techniques and Applications
Topic 6: Rates of Change and Differential Equations.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 2 Specialist Mathematics.
School Assessment (70%)
Assessment Type 1: Skills and Applications Tasks (50%)
Assessment Type 2: Mathematical Investigation (20%)
External Assessment (30%)
Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:
• six skills and applications tasks
• one mathematical investigation
• one examination.

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

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

General Information:
All students will complete the Research Project in Semester 1 of Year 12. This subject is designed to equip students with the necessary skills for life-long learning by broadening their research skills to enhance their overall academic ability.

Content:
Students will explore a topic of personal interest. They will construct a topic question, conduct research using a range of methodologies and then synthesise their results to produce a Research Outcome. Students will be required to then evaluate the effectiveness of each source type, as well as the overall effectiveness of their Research Outcome.

Assessment:
Students will complete assessment tasks similar in structure to Research Practices (from Year 11). They are:

- Folio (collation of all research conducted)
  - Proposal (outline of a research topic)
  - Discussion (formal one on one discussion with their teacher)
  - Development of research (evidence)
- Research Outcome (present learning/findings from research)
- Evaluation (critique the effectiveness of the sources used)

Prerequisites:
None.

Important Information:
Research Project is a compulsory pass subject and must be completed to gain the SACE Certificate.
Accounting

General Information:
The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. They develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

Content:
Students study the following three sections:
Section 1: The Environment of Accounting
Section 2: Financial Accounting
Section 3: Management Accounting

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

External Assessment
- Examination - 30%

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

Prerequisites:
None.
Biology

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

Content:
The Stage 2 Biology subject outline is organised around the following four themes:
- **Macromolecules**: This theme covers the structure and function of organic macromolecules found in living things.
- **Cells**: This theme covers the structure and function of cells in both unicellular and multi-cellular organisms.
- **Organisms**: This theme covers the structure and function of organisms (usually the human body).
- **Ecosystems**: This theme covers interactions between organisms, and the non-living environment, with a strong emphasis on the evolutionary perspective.

Assessment:
School-based Assessment (70%)
- Assessment Type 1: Investigations Folio (40%)
  - **Practical Investigation** – Students formulate hypotheses, design and conduct an investigation, identify variables, collect, analyse, and interpret data, evaluate results, draw conclusions, and communicate their findings.
  - **Issues Investigation** - Students undertake at least one issues investigation, in which they will formulate a question, gather information from different sources, identify and discuss at least two different points of view, analyse their findings, critically evaluate the evidence, and develop and explain their own conclusions from the investigation.
- Assessment Type 2: Skills and Applications Tasks (30%)
  - **Tests and Oral Presentations** - Students undertake 4 skills and applications tasks under direct teacher supervision.

External Assessment (30%)
Assessment Type 3: Examination – 3 Hours.

Prerequisites:
None

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

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

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


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

*Those options likely to be undertaken

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

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

Prerequisites:
None.
Chemistry

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Note:
Achievement in Community Studies can not contribute to an ATAR.
Creative Arts

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

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

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

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

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

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

Preferred prerequisites:
None.
**Drama**

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

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

**Assessment:**
- **Group Presentation – 20%**
  - Students to work together to create a live performance, workshop, tutorial, or film and a record of evidence
- **Folio – 30%**
  - Production Report
  - 2 reviews
- **Interpretative Study – 20%**
  - Students to investigate and respond to a play-script as a director, actor, or designer
- **Performance – 30%**
  - Students to participate in a group or individual performance

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

**Prerequisites:**
None.
Early Childhood Studies

General Information:
Child Studies focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the factors that influence the growth and development of children. This subject enables students to develop a variety of research, team work and practical skills.

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

Assessment:
School-based Assessment (70%)
- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)
External Assessment (30%)
- Assessment Type 3: Investigation (30%).

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

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

Prerequisites:
None

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

General Information:
Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, socio cultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

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

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

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

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

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

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

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

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

Content:
Stage 2 consists of a compulsory core topic and two option topics:
- CORE TOPIC: Population, Resources, and Development
- OPTION TOPICS: Students will study issues related to two of the following topics, depending on the interests of the teacher and/or students:

| Option Topic 1: Urbanisation | Option Topic 7: Climate Change |
| Option Topic 2: Rural Places | Option Topic 8: Soils |
| Option Topic 3: Tourism | Option Topic: 9 Environmental hazards |
| Option Topic 4: Sources of Energy | Option Topic: 10 Globalisation |
| Option Topic 5: Coasts | Option Topic: 11 Drylands |
| Option Topic 6: Biodiversity | Option Topic: 12 Negotiated Topic |

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

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

Prerequisites:
None.
Information Processing and Publishing

General information:
Information Processing and Publishing focuses on the application of acquired technological skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.
It’s a computing course that is focussed on ‘making’ items i.e. websites, posters, pamphlets etc

Content:
Stage 2 Information Processing and Publishing consists of the following four focus areas:
- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents

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

Assessment:
Students demonstrate evidence of their learning through the following assessment types:
School-based assessment – 70%
- Practical skills – 40%
- Issues analysis – 30%

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

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

Prerequisites:
None.

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

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

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

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

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

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

External assessment – 30%
- Examination – 30%

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

**Prerequisites:**
None.

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

**General Information:**
Integrated Learning – Law and Justice is a 20-credit (full-year) subject. Students examine fundamental features of the Australian legal system and reflect on how these help to achieve or impede justice. Students analyse key aspects of the criminal justice system and how these respond to the needs of diverse groups in the community such as migrants, indigenous people and youth. Students explore topical issues relating to law and justice, such as whether specialised courts should be established for minority groups (for example, aborigines); whether certain groups in society are treated more or less harshly by the criminal justice system (for example, sports starts charged with assault); whether Australian laws should reflect diverse cultural beliefs (for example, permitting female circumcision); and the relevance of certain laws in the 21st century (for example, laws against prostitution or paid surrogacy).

**Assessment:**
There are 4 assessment components:

1. **School-based assessment (marked by the teacher) – 70%**
   - **Practical tasks – 30%**
     - Students create a product or service, demonstrate their legal knowledge, or demonstrate a capability (e.g. create a brochure about youth rights and responsibilities)
   - **Group task – 20%**
     - Students work collaboratively to plan, organise and implement a practical and/or theoretical task or project (e.g. formulate and run a campaign against the new P-plate laws)
   - **Folio and discussion tasks (3 in total)**
     - Students develop a folio containing evidence of their learning in relation to issues of (in)justice and the legal treatment of minority groups such as youth, women and migrants
2. **External assessment (marked by the SACE Board) – 30%**
   - **Project – 30%**
     - Students select an aspect of personal interest to examine and present their findings in a manner of their choice (e.g. showcase or exhibition; video; written report; photographic essay; review)

**Special Information:**
This is a language-rich subject that requires a high degree of commitment. Students will be set homework on a regular basis and will be expected to drafts for all assignments. Students will be expected to utilise a variety of research methods, such as surveying and interviewing, and are advised that there will be a fair amount of reading and writing and we will also view current affairs programs such as *Insight* and *Four Corners*. Please note that some assessment tasks require students to work in groups.

**Prerequisites:**
None.

**Preferred prerequisites:**
Stage 1 Legal Studies or at least a C in any other Stage 1 SOSE subject.
Integrated Learning – Sports Studies

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

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

- Practical Skills and Analysis
- Group Management and Issues

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

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

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

External Assessment
- Project – Issues Analysis – (30%)

Special Information:
No previous Physical Education experience is required.
**Italian**

**General information:**
In Italian, students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, ideas, feelings and opinions. They interpret texts to interpret meaning, and examine relationships between language, culture, and identity, and reflect and relate these to their own cultural influences and communication.

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

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

- **In-depth Study** – 20%
  - Renaissance Artists

- **Examinations** – 30%
  - Written Examination
  - Oral Examination

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

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

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

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

**Content:**
Units can include (these may change):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare sandwiches</td>
<td>Following health, safety and security</td>
</tr>
<tr>
<td>Use basic methods of cooking</td>
<td>Following workplace hygiene procedures</td>
</tr>
<tr>
<td>Serve food and beverages to customers</td>
<td>Clean and maintain kitchen</td>
</tr>
<tr>
<td>Process financial transactions</td>
<td>Presenting Food</td>
</tr>
<tr>
<td>Working with colleagues and customers</td>
<td>Prepare, cook and serve food</td>
</tr>
<tr>
<td>Develop and update hospitality knowledge</td>
<td>Prepare appetisers and salads</td>
</tr>
<tr>
<td>Work in a socially diverse environment</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

**Preferred Prerequisites:**
Stage 1 Kitchen Operations
Legal Studies

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

During the course students will gain an understanding of:
- the influences that have shaped the Australian legal system
- the legal principles, processes and structures of the Australian legal system
- how the legal system responds to cultural diversity

Content:
Stage 2 Legal Studies consists of 4 topics:
- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law-making
- Topic 4: Justice Systems

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

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

Prerequisites:
None.

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

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

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

Assessment:
School-based Assessment (70%)
- Assessment Type 1: Skills and Applications Tasks 20% weighting
- Assessment Type 2: Product 50% weighting
External Assessment (30%)
- Assessment Type 3: Folio 30% weighting

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

Special Information:
- Stage 2 Design and Technology students may on occasion need to work after school on Tuesdays 3.30pm until 5.00pm in order to complete their product
- Students will negotiate an individual design and construction project with the teacher
**Modern History**

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

**Content:**
In 2015, Modern History students studied one thematic and one depth topic.

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

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

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

**Assessment:**
School-based Assessment: Folio including essays, oral presentations and source analysis (50%)

An Individual History Essay on a topic of the student’s choosing (20%)

External Assessment: Examination (3 hours in duration) (30%)

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

**Prerequisites:**
There are no prerequisites for this course.

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

**General Information:**
This subject develops students’ skills on a chosen instrument or voice and they apply these skills and other musical knowledge in an ensemble.

**Content:**
Students prepare and present public performances. The programs must include works of contrasting character, allow room for development of musical skills and contain a minimum of 20 minutes of repertoire over three performances. Students must participate in one of the following:
- A small ensemble
- An orchestra
- A band
- A choir, vocal ensemble or as accompanist to a soloist
- A performing arts production (eg. Musical)

**Assessment:**
Students must prepare and present 3 public performances with a minimum of 20 minutes of repertoire. One performance is externally assessed.
School based: (70%)
- First performance: 7-9 minutes (30%)
- Second performance: 8-11 minutes (40%)
External: (30%)
- External performance: 10-12 minutes

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

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

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

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

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

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

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

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

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

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

Assessment:
School-based assessment:
Type 1: First Performance (30%) 7-9 minutes
Type 2: Second Performance (40%) 8-11 minutes

External assessment:
Type 3: Final Performance (30%) 10-12 minutes

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

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

**General information:**
Students cover three areas of study:
- Theory, Aural Recognition, and Musical Techniques
- Harmony
- Arrangement

**Content:**

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

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

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

**Assessment:**

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

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

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

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

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

General Information:
Outdoor Education can be taken as a 10 or 20 credit course. It covers the human connection to natural environments through outdoor activities. Students develop knowledge and skills and reflect on their personal, group, and social development. Students also gain an understanding of environmental sustainability and cultural perspectives of a chosen natural environment within Whyalla.

Content:
1. Environment and Conservation – examine the appreciation and value of natural history and culture on natural environments.
2. Planning and Management - develop basic skills in implementing outdoor activities and lightweight journeys. Some focus studies include planning an outdoor journey, including aspects of food, clothing shelter and land management.
3. Outdoor activities - develop the basic skills they need to participate safely and effectively in outdoor activities. Some focus studies include first aid, leadership and group skills.
4. Outdoor Journey - an additional outdoor activity with a 3-day outdoor journey that is either human powered or uses natural forces.

Assessments:
Assessment type 1- Practical Activity- students are involved in two different outdoor activities and at least one outdoor journey. Assessment is looking at practical skills tests, safe and appropriate use of equipment and environmental observations.
Assessment type 2- Folio - students collect evidence of their learning through undertaking one outdoor study. Assessment is producing a blog demonstrating evidence of learning in relation to the application of knowledge, reflection and communication.
Assessment types 3- Journal - students keep a journal for the outdoor journey, in which they reflect record and evaluate their experiences during the outdoor journey.

Special Information:
Students must undertake a 3 day human powered journey to reflect on their practical skills, planning and management and environmental awareness. The camp is negotiated with the class taking into consideration their skills and abilities, in 2011 it was a Kayaking trip on the Murray River and a Bike Riding camp to the Yorke Peninsula.

There is no theory exam for this subject.

Prerequisites:
None.
Physical Education

General Information:
Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues.

Content:
Stage 2 Physical Education consists of two key areas of study and related key concepts:

- Practical Skills and Applications
- Principles and Issues

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

Principles and Issues (consists of the following three topics)

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

Assessment:
School Based Assessment:

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

External Assessment :
Examination (30%)

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

Prerequisites:
None.
Physics

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

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

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

Assessment:
- Assessment Component 1: External examination – 30%
- Assessment Component 2: Investigations folio – 40% (practical reports, information search and oral/ICT presentation)
- Assessment Component 3: Skills and Applications tasks – 30% (tests)

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

Prerequisites:
Stage 1 Physics.

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

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

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

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

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

Prerequisites:
None.

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

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

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

Assessment:
School-based Assessment (70%)
Assessment Type 1: Investigations Folio (40%)
- 2 Practical Investigations related to the human body or the health field (at least one is of the students own design)
- 1 Issues Investigation relating to human health
Assessment Type 2: Skills and Applications Tasks (30%)
- 4 Skills assessment tasks (tests) tasks that are undertaken under supervision
- 1 written case study assignment
External Assessment (30%)
- 1 Practical Investigation. This is an in-depth experimental investigation that student will design and undertake over a number of weeks and produce a 2000 word report. The topics chosen will relate to Health Science.

Prerequisites:
None.

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

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

General Information:
Society and Culture is a 20-credit (full-year) subject in which students explore contemporary social and cultural issues (for example, the effect of social media on the community; whether animal testing is ethical; whether Australians should interfere in the affairs of other countries). It is language-rich, meaning students are required to do a lot of reading, writing and debating/class discussions. The subject is also inquiry-focused, which means students learn by undertaking various forms of research, including conducting surveys and interviews, analysing cartoons, statistics and articles, and reflecting on current affairs programs such as Insight and Four Corners.

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

Assessment:
There are 7 – 9 SACE assignments.

There are 3 assessment components:
School-based assessment (marked by the teacher) – 70%
(5) Folio tasks – 50% of your overall mark. Tasks include reports, case studies, film reviews and oral presentations (there will be at least one oral during the year).

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

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

Prerequisites:
None.

Preferred prerequisites:
At least a C in any Stage 1 SOSE subject
Visual Art – Art and Design

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

Content:
N/A – All personal choice

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

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

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

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

Prerequisites:
None

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

**General information:**
Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

**Content:**
At Stage 2 Workplace Practices, the teaching and learning program must include Industry and Work Knowledge and one of the following options:
- Vocational Learning
- VET
- Vocational Learning and VET.

**Area of Study 1: Industry and Work Knowledge**
This area of study enables students to develop knowledge and understanding of the nature, type, and structure of the workplace, including local, national, and global workplaces. It consists of the following five topics:
- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topics.

**Area of Study 2: Vocational Learning**
Vocational learning includes any formal learning in a work-related context outside AQF qualifications and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning.

**Area of Study 3: VET**
VET includes any accredited training provided under the AQF by an RTO. VET can contribute to students' evidence of learning for Assessment Type 2: Performance, provided that it:
- appears on the Training.gov.au website (www.training.gov.au)
- is delivered and assessed by or under the auspices of an RTO
- is delivered and assessed in accordance with the VET Quality Framework
- is eligible for a Statement of Attainment from an RTO.

**EVIDENCE OF LEARNING**
The following assessment types enable students to demonstrate their learning in Stage 2 Workplace Practices:

**School Assessment (70%)**
- Assessment Type 1: Folio (25%)
- Assessment Type 2: Performance (25%)
- Assessment Type 3: Reflection (20%)

**External Assessment (30%)**
- Assessment Type 4: Investigation (30%).