



2026 SACE CURRICULUM

McFarlane Street, Cummins SA 5631
P. (08) 8676 2388
E. dl.0754.info@schools.sa.edu.au
www.cumminsas.sa.edu.au

Understanding SACE

The South Australian Certificate of Education (SACE) is a flexible, internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

By completing the SACE, students prepare for further learning, work and life, by:

- Building essential skills, knowledge and capabilities
- Making informed choices about future study and work, based on their strengths and interests
- Gaining a certificate that gives them a head-start on their pathway beyond school

HOW DO STUDENTS GET THE SACE?

Students need 200 credits to complete their SACE. Most students gain their SACE over three years of study. There are two stages. Most students do stage 1 in year 11 and stage 2 in year 12, but it is flexible:

- **Stage 1, Year 10:** Exploring Identities and Futures (*replaces Personal Learning Plan*)
- **Stage 1, Year 11:** A total of 11 semester subjects.
- **Stage 2, Year 11:** Activating Identities and Futures (*replaces Research Project*), semester 2.
- **Stage 2, Year 12:** A total of 4 full-year subjects.

1 semester subject = 10 credits = approx. 60 hours.
1 full year subject = 20 credits = approx. 120 hours.

Compulsory Components – 50 credits Total <i>Students must receive a C grade or higher.</i>
10 credits – Stage 1 Exploring Identities and Futures 10 credits – Stage 1 or 2 Numeracy (Maths) 20 credits – Stage 1 or 2 Literacy (English) 10 Credits – Stage 2 Activating Identities and Futures
Student Selected
90 Credits. Stage 1 or 2 subjects Must receive a D grade or higher. Can include a selection of Stage 1 and 2 subjects, recognised VET courses, or community learning.
60 credits Must receive a C- or above in a selection of Stage 2 subjects, recognised VET courses, or community learning.

WHAT IS EXPLORING IDENTITIES AND FUTURES?

EIF has replaced Personal Learning Plan (PLP) as the compulsory subject that students undertake at the start of their SACE, in Year 10. EIF helps students to:

- Explore their current identity including strengths, weaknesses and interests.
- Explore WHO they might want to be in the future including potential careers, motivators, goals and aspirations.
- Develop agency, taking control of their learning
- Pursue and develop an area of interest that matters to them

WHAT IS ACTIVATING IDENTITIES & FUTURES?

Activating Identities and Futures (AIF) is a compulsory Stage 2 subject and has replaced Research Project. AIF gives students the opportunity to:

- Explore ideas related to an area of personal interest through self-directed inquiry
- Take greater ownership and agency over their learning
- 'Learn how to learn' by exploring and putting into action learning strategies
- Transfer knowledge, skills and capabilities to new contexts

AIF allows students to develop in their confidence as learners and gives them an opportunity to develop and practice learning strategies that will help them with school and lifelong learning.

ASSESSMENT

Stage 1	• Graded A to E using performance standards • 100% of Stage 1 assessments are marked by their school teachers. • Compulsory subjects are moderated regularly to ensure the school's marking is accurate.
Stage 2	• Graded A+ to E- • 70% of Stage 2 assessments are marked by their teachers with moderation of each grade band by the SACE Board. • 30% of Stage 2 assessments are marked externally by the SACE Board. This may be an exam or a task that is uploaded for external marking.

All assessments can be presented in written or multi-modal form. 1000 words is the equivalent to 6 minutes of multi-modal presentation. Multimodal – Students can verbally explain their understanding rather than writing, this is usually accompanied by visuals, such as PowerPoint slides.

The SACE Journey

Year 10: Stage 1

Compulsory Subjects

- Exploring Identities and Futures (10 credits)

Other:

- Youth Opportunities Personal Leadership Program (20 credits)
- OR Community Studies (10 credits)

Semester 2 Subjects

- Industry Science (Integrated Learning 10 Credits)
- Industry Maths (Essential Mathematics 10 Credits)
- Industry English (Essential English 10 Credits)

Year 11 Stage 1

Compulsory Subjects:

- English (2x10 credits)
 - Essential English
 - English
- Mathematics (2x10 Credits)
 - Essential Mathematics
 - Mathematics (General)
 - Mathematics (Methods)
 - Mathematics (specialist)
- Activating Identities and Futures (Stage 2)
- Pastoral Care

Elective Subjects

Students must choose a further 70 credits. 3 subjects in semester 1 and 4 subjects in semester 2.

- Agriculture
- Biology
- Business Innovation
- Chemistry
- Child Studies
- Design, Technology & Engineering
 - Material Products Metal
 - Material Products Furniture
 - Industrial & Entrepreneurial Solutions
 - Digital Communication Solutions
- Digital Technology
- Food and Hospitality
- Health & Wellbeing
- History
 - Ancient
 - Modern
- Information Processing & Publishing
- Media Studies
- Music Scientific
- Nutrition
- Outdoor Education
- Physical Education Design
- Physics (option for trade physics)
- Scientific Studies
- Society & Culture
- Visual Arts
- Workplace Practices

Year 12: Stage 2

Students must choose 3 or 4 subjects for SACE Completion (depending on completion pattern). 4 subjects for ATAR Eligibility (University entrance)

Face to Face

- Agricultural Production
- Biology
- Business Innovation
- Chemistry
- Child Studies
- Community Connections (*not ATAR eligible*)
- Community Studies (*not ATAR eligible*)
- Design, Technology and Engineering
 - Material Products Metal
 - Material Products Furniture
 - Industrial & Entrepreneurial Solutions
 - Digital Communication Solutions
- Digital Technology
- English
 - Essential English
 - English
 - English Literary Studies
- Food and Hospitality
- Industry Connections (*not ATAR eligible*)
- Information Processing & Publishing
- Health & Wellbeing
- Mathematics
 - Essential Mathematics
 - General Mathematics
 - Mathematical Methods
 - Specialist Mathematics
- Modern History
- Music (*supervised on site, supported by visiting instrumental music teachers*)
 - Ensemble
 - Solo
- Nutrition
- Outdoor Education
- Physical Education
- Physics
- Scientific Studies
- Society & Culture
- Visual Arts
 - Art
 - Design
- Workplace Practices

Other Stage 2 subjects could be delivered by the following options:

- Open Access
- Local Delivery
- Face to Face if sufficient interest (e.g. Drama, Creative Arts, Integrated Learning or see SACE website for full list of stage 2 Open Access subjects).

THE FLEXIBILITIES OF SACE

As well as school taught subjects, SACE credits can also be accrued via VET and recognised learning. Students can gain up to 150 credits via VET learning – that equates to all credits apart from the compulsory subjects.

VOCATIONAL EDUCATION & TRAINING

Vocational Education and Training (VET) refers to national vocational qualifications that are endorsed by industry. VET qualifications are recognised across Australia. Studying a VET program while still at school can:

- Provide you with a head start in your chosen career
- Make your senior school studies more relevant and interesting
- Enable you to work towards completing your SACE as well as gaining a training qualification Enable you to combine your school studies with part time or casual work
- Provide opportunities to learn “on the job” while undertaking work placement

VET qualifications are available via a contract of training in a School-Based Apprenticeship / Traineeship or by undertaking a VET course from one of the State Government designated Flexible Industry Pathways. For every 70 nominal hours of a VET course 10 SACE credits is awarded.

VET or SBAT learning generally takes the place of 1 full year subject in the student's timetable.

The SACE Board determines whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2.

www.sace.sa.edu.au/subjects/recognised-learning/vet-in-the-sace.

To undertake a VET course at school, students must satisfy the following criteria:

- Be in year 11 or 12
- Have evidence of relevant industry exposure (e.g. work experience, online learning, site visit or talk etc.)
- Choose a VET course that is on the approved Flexible Industry Pathways list (see next column)

VET FOR SCHOOL STUDENTS SUBSIDISED TRAINING

The Department for Innovation and Skills (DIS) significantly subsidises the cost of the Certificate II and Certificate III level qualifications within a Flexible Industry Pathway (FIP) by providing funding directly to the Registered Training Organisation (RTO) for each eligible student. Families of students interested in undertaking VET studies will be responsible for paying only the gap fee between the subsidy and the RTO fee. School Card recipients are not charged the gap fee. Social equity funding may be available under certain circumstances. Cummins Area School will refund up to \$200 of the cost of any VET course upon provision of the completed course transcript.

A secondary school student can access a total of one Certificate II course and one Certificate III course. If a secondary school student completes 70% of a course and exits without completion, this will consume one of their course entitlements. Acceptance into a subsidised course will be determined by the RTO via the VET Readiness Orientation (VETRO) process which includes an assessment of a student's language, literacy and numeracy proficiency to identify any support required and ensure the student has the skills to be successful.

FLEXIBLE INDUSTRY PATHWAYS

FIPs are industry endorsed pathways from secondary school to employment in key growth sectors in South Australia.

FIPs available for delivery in 2026 include:

- aged care and disability
- animal care
- agriculture
- aquaculture
- automotive, retail, servicing and repair
- building and construction
- civil construction, resources and infrastructure
- conservation and land management
- cyber
- early childhood education
- electrotechnology
- engineering
- food processing
- forestry
- hair and beauty
- health support
- horticulture
- hospitality and tourism
- Information technology
- manufacturing and engineering
- maritime
- plumbing
- screen and media production, game development and visual effects
- thoroughbred racing

SCHOOL BASED TRAINEESHIPS (SBAT)

An Australian Apprenticeship which is undertaken part time whilst students still attend school. It provides students with hands-on industry experience and the ability to work toward or complete a nationally recognised qualification. Students need to complete the equivalent of 7.6 hours of work per week, where they will receive relevant industry award payment.

The student undertakes Cert II/III non-trade study and training associated with their employment. SBATs earn SACE credits. Students wishing to explore these options must be aware of the disruption to their school timetable; accordingly, they must be very organised and committed to their studies. Students will need to meet with the SACE and VET Coordinator to organise work placement in their chosen field. An Apprenticeship Broker will then work with the student and the SACE and VET Coordinator to work with possible employers in the field. Students must be aware that this training will be outside of regular lessons and will incur costs depending on the course, extent of training and the provider. It may be delivered in block release or regularly each week. Accordingly, students must be well organised in order to complete the rest of their school work. All courses are Nationally Accredited and count towards SACE.

COMMUNITY LEARNING

Students are able to earn SACE credits via community-based learning in two ways:

1. Community-developed Programs
2. Self-directed Community Learning.

Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service.

Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning. Community Learning cannot contribute to an ATAR. For more information on community learning, visit:

www.sace.sa.edu.au/subjects/recognised-learning

OPEN ACCESS & LOCAL DELIVERY

Stage 1 and 2 students have the option of studying subjects through alternative delivery mode if the need exists. To be successful, students need to demonstrate independent learning skills and have the ability to meet deadlines without a face-to-face teacher. The school supports students who wish to extend the range of subject choice by studying through the Open Access College or Local Delivery. This is an extra cost to the school, both in terms of upfront fees and staffing. Currently Open Access and Local Delivery fees are approximately \$1000 (including GST) per subject/semester and \$2000 (including GST) for a year course. The school absorbs these costs as well as the staffing to support them which equates to approximately \$1000 per subject over a year.

Local Delivery is a way of offering more subjects to students in our region, taught by someone that is in our area. Teachers nominate to deliver hard to staff subjects, and students across Eyre Peninsula can register.

Subjects that have been taught via Local Delivery in the past:

- Psychology – Stage 1 and Stage 2
- Specialist Mathematics – Stage 1 and Stage 2
- Mathematical Methods – Stage 2

Open Access subjects can be found on their website under the Curriculum menu. Subjects that have been taught via Open Access in the past:

- Accounting
- Languages
- Legal Studies

These subjects rely on self-motivated learning and the ability to learn independently and students should carefully consider this before enrolling. They can also be extremely rewarding allowing students to learn from expert teachers and work with students from other schools. Students have been extremely successful and Local Delivery and Open Access teaches study skills that will prepare students for online learning, including university, in the future.

Post SACE Pathways

UNIVERSITY AND TAFE ENTRY

Students who complete the SACE are eligible for university entry, provided they meet certain requirements:

1. Complete SACE
2. Pass 90 credits at Stage 2
 - 60 credits must be 3 full year stage 2 subjects (not Community Studies or Industrial Connections)
 - 30 credits from Stage 2 subjects (semester or full year including AIF)
 - OR recognised study (including VET)
3. Get an ATAR

Visit the SATAC website at www.satac.edu.au for more information about tertiary entry.

TAFE SA recognises the SACE as meeting the Course Admission Requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. Details of TAFE requirements can be found on the website www.tafesa.edu.au. Detailed information about TAFE SA course admission requirements are available at www.tafesa.edu.au

APPRENTICESHIPS

Whilst students do not need their SACE qualification for a trades pathway, employers do see the value of students who have shown the resilience to complete it. Students are able to work up to full-time once their compulsory subjects have been completed whilst still working towards their SACE.

STUDENTS WITH DISABILITY

The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning.

A student's achievement in a modified subject will be reported as 'Completed', with the appropriate number of SACE credits. The SACE certificate will indicate that the student has achieved the SACE using one or more modified subjects. For more information about modified subjects, visit:

www.sace.sa.edu.au/the-sace/students-families/students-with-disabilities

SPECIAL PROVISIONS

Special provisions are available if a student has an illness, disability or experiences an unforeseen circumstance, which significantly impacts their ability to participate in an assessment. Special provisions cannot be made for missed learning.

For school-assessed tasks in Stage 1 or Stage 2, schools decide if a student is eligible for special provisions of extra time or rest breaks in timed assessments. The SACE Board will determine a student's eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc.), which can include modifications of font size or colour of exam booklets.

If a student applies for special provisions they need to provide evidence of how this impacts their ability to access assessment conditions. For more information, visit:

www.sace.sa.edu.au/the-sace/students-families/about-the-sace

Subject Pathways

	Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2
ENGLISH	English	English	English	English	English	English
				Industry English	Essential English	Essential English
						English Literary Studies
HEALTH & PHYSICAL EDUCATION	Health & PE	Health & PE	Health & PE	Health & PE	Child Studies	Child Studies
					Health & Wellbeing	Health & Wellbeing
					Nutrition	Nutrition
					Physical Education	Physical Education
					Outdoor Education	Outdoor Education
HUMANITIES & SOCIAL SCIENCES	History	History	History	History	Society & Culture	Society & Culture
					Modern History	Modern History
					Ancient Studies	Ancient Studies
	Geography	Geography	Geography	Geography	Geography	Geography
				Film & Sound Production (see arts)	Media Studies	Media Studies
MATHS	Mathematics	Mathematics	Mathematics	Mathematics	Specialist Maths	Specialist Maths
					Mathematics	Math Methods
					General Maths	General Maths
				Industry Maths	Essential Maths	Essential Maths
	Specialist Mathematics MUST be studied concurrently with Mathematics.					
THE SCIENCES	Science	Science	Science	Science	Nutrition (see HPE)	Nutrition (see HPE)
					Biology	Biology
					Chemistry	Chemistry
					Physics	Physics
					Scientific Studies	Scientific Studies
				Industry Science		

	Year 7	Year 8	Year 9	Year 10	Stage 1	Stage 2		
AGRICULTURE	Agricultural Science	Agricultural Science	Agricultural Science	Agriculture (semester)	Agriculture A	Agricultural Production		
	Food & Fibre (see BET)	Food & Fibre		Agriculture (full year)	Agriculture B	Agricultural Systems		
THE ARTS			Film & Sound Production	Film & Sound Production	Media Studies (see HASS)			
	Visual Art	Visual Art	Visual Art A	Visual Art A	Design 1	Design		
			Visual Art B	Visual Art B	Design 2			
			Photography & Graphic Design	Photography & Graphic Design	Visual Art 1	Visual Art		
					Visual Art 2			
			Drama	Drama	Drama	Creative Arts - Drama		
			Music	Music	Music	Music		
BUSINESS ENTERPRISE TECHNOLOGY	Material Products	Material Products	Material Products – Wood	Material Products – Wood	Design, Tech & Engineering (Material Solutions)	Design, Tech & Engineering (Material Solutions)		
			Material Products – Metal	Material Products – Metal				
					Advanced Technologies	Advanced Technologies	DTE – Industrial & Entrepreneurial Solutions	DTE – Industrial & Entrepreneurial Solutions
	Global Tech	Digital Technology	Digital Technology	Digital Technology	Digital Technology	Digital Technology		
	Digital Technology				DTE (Digital Communication Solutions)	DTE (Digital Communication Solutions)		
			Business & Work Studies	Business & Work Studies	Business Innovation	Business Innovation		
					Information Processing & Publishing	Information Processing & Publishing		
						Industry Connections		
	Food & Fibre	Food & Fibre	Food & Hospitality	Food Production	Food & Hospitality	Food & Hospitality		
				Food & Hosp Catering				
CROSS DISCIPLINARY STUDIES	CREW	CREW	CREW	CREW	CREW	CREW		
				Exploring Identities and Futures	Workplace Practices			
				Community Studies	Community Studies	Community Studies A		
						Community Connections		
				Stage 1 Research Practices		Activating Identities and Futures		
				Youth Opportunities	Integrated Learning	Integrated Learning		

Stage 1 Subjects

Stage 1 Compulsory Subjects

ENGLISH

ENGLISH

LENGTH: 2 semesters offered

CREDITS: 10

OVERVIEW

In this subject, students learn to interpret, analyse and create written, oral and multimodal texts in order to understand their meaning and how meaning is conveyed.

CAREERS

Journalism, education, writing, paralegal, law, advertising, editing, publishing, copywriting and archiving.

TOPICS

Analysing texts (such as novels, news articles, films and poetry).
Creating texts (such as advertisements, narratives, book/film reviews or transforming existing stories into new ones).
Intertextual Study (this is generally a comparative essay).

ASSESSMENT:

Analysing texts (25-50%)
Creating Texts (25-50%)
Intertextual Study (25%)
Generally, this is an essay comparing two texts, discussing their similarities in techniques and themes. Word count 1000 words.

SUBJECTS

Students are required to pass two semesters of English or Essential English at Stage 1 in order to receive their SACE.

ESSENTIAL ENGLISH

LENGTH: 2 semesters offered

CREDITS 10

OVERVIEW

Essential English focuses on the development of fundamental English skills and aims to increase the general proficiency of language skills to support students in everyday life.

PATHWAYS

Essential English is more suitable for students engaging in a non-tertiary pathway.

TOPICS

Topics and studied text for this subject vary in accordance with the needs of the group of learners. They may include, but are not limited to the following: Film Studies Cover Letter Professional Writing, i.e. email etiquette, letters of complaint, Short Story Studies

ASSESSMENT

Students complete 4x 800 word or equivalent. Each task is weighted equally at 25%. Generally, 50% of tasks focus on analysis of texts and 50% of tasks focus on the creation of texts.

MATHEMATICS

GENERAL MATHS

LENGTH: 2 semesters offered

CREDITS 10

OVERVIEW

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving.

PATHWAYS

Subjects: prerequisite for Stage 2 General Mathematics or Essential Mathematics

TOPICS GENERAL MATHS A

Matrices and Networks, Measurement, Linear and Exponential Functions and their Graphs

ASSESSMENT GENERAL MATHS A

70% Skills and Applications Tasks – 3 Tests
30% Folio – Measurement investigation report

TOPICS GENERAL MATHS B

Financial Maths, Trigonometry, Statistics

ASSESSMENT GENERAL MATHS B

70% Skills and Applications Tasks – 3 Tests
30% Folio – Data in Context: novelty container construction.

MATHEMATICS

LENGTH 2 semesters offered

CREDITS 10

OVERVIEW

This subject develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models.

PATHWAYS

Mathematics can lead to tertiary studies of economics, computer sciences, and the sciences. It can also prepare students for courses and careers that may involve the use of statistics, such as health or social sciences.

Mathematics is a prerequisite for Stage 2 Mathematical Methods.

TOPICS

Three of the following topics are covered in each semester: Functions & Graphs, Polynomials, Growth & Decay, Introductory Calculus, Trigonometry, Counting & Statistics

ASSESSMENT

Each semester consists of four tasks usually comprised of three SATs and one Investigation.

Skills & Applications Tasks (70%)

- Test situation at the completion of each topic. 70-minute test.

Investigation (30%)

- Research task into one component of one topic. Maximum 8 pages or equivalent.

ESSENTIAL MATHEMATICS

LENGTH 2 semesters offered

CREDITS 10

OVERVIEW

Designed for a range of students, including students who are planning to pursue a career in trades or vocational pathways.

PATHWAYS

Useful for everyday life and work contexts.

ESSENTIAL MATHEMATICS A

Topics

- Calculations, Time, and Ratio Measurement
- Earning and Spending

Assessment

- Skills and Applications Tasks (75%) Calculations, Time, and Ratio Test; Measurement Test; Earning and Spending Test
- Folio (25%)
- Earning and Spending Report

ESSENTIAL MATHEMATICS B

Topics

Investing, Geometry, Data in Context

Assessment

Skills and Applications Tasks (75%)

- Investing Test; Geometry Test; Data in Context Test

Folio (25%)

- Data in Context Report

SPECIALIST MATHEMATICS

LENGTH 2 semesters offered

CREDITS 10

PATHWAYS

Students can proceed to Specialist Mathematics in Stage 2.

OTHER INFORMATION

This subject is undertaken concurrently with Stage 1 Mathematics. It is split into Specialist Maths A and Specialist Maths B.

Overview

This subject will help to prepare students for tertiary studies in the mathematical sciences, engineering, computer science and physical sciences. Specialist Maths A in particular will prepare students well for Stage 1 and 2 Physics. Students can elect for both or either of Specialist Maths A & B, though both must be completed to undertake Stage 2 Specialist Maths.

Topics

Specialist Maths A: Arithmetic and Geometric Sequences and Series Geometry Vectors in the Plane Specialist Maths B: Further Trigonometry Matrices Real and Complex Numbers

Assessment

Four tasks per semester either 2 SATs + 2 investigations, or 3 SATs + 1 investigation. Investigations are a maximum of 8 pages.

Prerequisites

Students who are strong in maths and would like to extend themselves further.

Stage 1 Elective Subjects

AGRICULTURE

AGRICULTURE

Credits 10

Length: 2 semesters offered

PRIOR KNOWLEDGE

Year 10 Agriculture

OVERVIEW

In this science based subject students model agribusiness practices by collecting and using data in a range of practical and theory-based contexts.

PATHWAYS

Careers in agriculture such as agronomy, farming, research and development, livestock etc.

AGRICULTURE A

Topics

- Plant Production: weed identification, cropping options
- Resource Management: soil nutrients and their role in crop health
- Science as a Human Endeavour: the role of science in solving agricultural issues

Assessment

- Plant experiment trials: 1000 words or equivalent
- Chemical Handling & Use: 60 minute test
- Science as Human Endeavour Investigation: students research and write about the role of science in solving agricultural issues. Maximum 1000 words or equivalent

AGRICULTURE B

Topics

- Animal Production: sheep, or animal of choice
- Resource Management: Livestock feed lotting, preparing stock for sale, marketing of stock
- Science as a Human Endeavour: sustainability in agriculture

Assessment

- Design investigation (e.g., animal growth rates): 1000 words or equivalent
- Agricultural production report (e.g., pest management plan): 6 minute oral report
- Science as Human Endeavour Investigation: students research and write about the role of science in solving agricultural issues. 1000 words or equivalent

THE ARTS

DESIGN

LENGTH 1 or 2 Semesters

CREDITS 10

PRIOR KNOWLEDGE

Year 10 Graphic Design or Photography beneficial

OVERVIEW

Design encompasses the areas of communication and graphic design, environmental design and product design.

PATHWAYS

- Careers in graphic design, product design, architecture, interior design and environmental design.
- Stage 2 Design or Digital Communications Solutions

ASSESSMENTS

Visual Study (30%)

- Explore and or experiment with a style, an idea, a concept, media, materials, methods, techniques and/or technologies based on the analysis on the work of other practitioners. 8-12 A3 Pages - 750 Words.

Practical (30%)

- One resolved piece of work and a 250 word practitioners statement describing design process, feedback provided and evaluation of final design.

Folio (40%)

- One folio that documents visual learning towards the final practical piece. 15 A3 Pages.

DRAMA

LENGTH 1 Semester

CREDITS 10

PRIOR KNOWLEDGE

Stage 1 Visual Arts, Design, IPP, Photography beneficial.

PATHWAYS

- Careers in performing arts or public speaking
- Preferred knowledge for Stage 2 Drama

OVERVIEW:

In Drama, students develop their creativity, collaboration, critical thinking and communication skills through three areas of dramatic study: Company and performance, Understanding and responding to drama, Drama and technology.

ASSESSMENT

- Assessment Type 1: Performance. Students present a performance to an audience and evidence of learning throughout the process and performance. 1000 words or equivalent.
- Assessment Type 2: Responding to Drama. Students analyse and evaluate one or more dramatic works. 800 words or equivalent.
- Assessment Type 3: Creative Synthesis. Students create a dramatic product in response to a dramatic text. 1000 words or equivalent.

MUSIC

LENGTH: 1 SEMESTER

CREDITS 10

PRIOR KNOWLEDGE

Ability to play or sing and have some idea of reading music.

PATHWAYS

Stage 2 Music Performance Solo or Music Performance Ensemble

OVERVIEW

Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating (vocal or instrumental) and responding to music.

TOPICS

- The subject consists of the following strands: understanding music, creating music, responding to music

ASSESSMENT

- Assessment Type 1: 2x Creative Works One performance between 2 and 5 minutes and one arrangement or composition between 1 and 3 minutes.
- Assessment Type 2: Musical Literacy students demonstrate their musical literacy skills, communicate their musical ideas, and use appropriate musical terminology. Maximum of 650 words if written, or equivalent.

VISUAL ART

LENGTH 1 Semester

CREDITS 10

OVERVIEW

Students undertake practical work using drawings, sketches, diagrams, models, photographs and/or audio visual techniques.

PRIOR KNOWLEDGE

Year 10 Art/IPP/Graphic Design or Photography is beneficial.

PATHWAYS

- Careers in marketing, illustration, small business, fashion, animation, makeup artistry
- Stage 2 Visual Art

TOPICS

Negotiable Eg: painting, ceramics, mixed media, mosaics, sculpture, printmaking, photography, digital imagery.

ASSESSMENT

Visual Study (30%)

- Students explore and experiment with the work of other artists . 8-12 A3 Pages- 750 Words

Practical (30%)

- Produce one major work or a series of works and a 250 word practitioners statement.

Folio (40%)

- Folio documenting learning towards the final practical piece. 15 A3 Pages or equivalent

BUSINESS ENTERPRISE TECHNOLOGY

INFORMATION PROCESSING & PUBLISHING

LENGTH 1 Semester

CREDITS 10

OVERVIEW

Students use technology to design and implement information- processing solutions.

PRIOR KNOWLEDGE

Knowledge from Year 10 Graphic Design is beneficial but not critical.

PATHWAYS

Careers in administration, management, and graphic design

ASSESSMENTS

Practical Skills (50%)

- CD/DVD/Vinyl Cover- Design and produce a CD/DVD/Vinyl Cover.
- Get Out Festival Poster- Collaborate with Empowering Lower EP to design and produce a creative poster design for the Get-Out Festival.
- Business Documents- Design and produce a new logo design for a local company. Learn how to format an email/letter accurately and how to complete a mail merge.

Issues Analysis (20%)

- Students analyse the social and ethical issues surrounding data mining. 400 words in length or 3 minute oral presentation.

Product and Documentation (30%)

- Create a text based product that demonstrates their understanding of the design process and design principles. 3 A4 pages (or equivalent). Students document their design process in a separate folio 750 words plus evaluation, 400 words.

DIGITAL TECHNOLOGY

LENGTH 1 Semester

CREDITS 10

OVERVIEW

In Digital Technologies students plan and produce a 3D role playing game to teach younger students about an ecosystem.

PRIOR KNOWLEDGE

Prerequisite for Stage 2 Digital Technologies

PATHWAYS

Careers in technologies such as software developer, data analyst, robotics engineer, games developer, and network professional.

TOPICS MIGHT INCLUDE

Ecosystems – research an ecosystem

Ethics – positives and negatives of using computer games for learning

Unity and C# – learn how to create a 3D computer game

ASSESSMENT

Project skills (70%)

- Collaborative Investigation: students identify and research the hazards and opportunities that can be found within an Eco System. They also research ethical considerations associated with game creation.
- 5 Minute Multimodal Presentation Programming: students plan their game and produce a basic working version of it.
- 5 minute video Product Design Plan: students produce a more detailed design plan. 5 minute video.

Digital solution (30%)

- Students apply more advanced techniques to create a more advanced RPG game based on the skills and research performed in previous tasks. Maximum 3 minute video.

DESIGN, TECHNOLOGY & ENGINEERING (DIGITAL COMMUNICATION SOLUTIONS)

LENGTH 1 semester

CREDITS 10

PRIOR KNOWLEDGE

Visual Arts, Design, Photography beneficial.

PATHWAYS

Opportunity to develop skills and explore pathways in a range of areas such as web page design, film making, advertising etc.

PLEASE NOTE

Students may need to access specialised software. Laptops may not be capable of running specialist software so students may need to rely on school desktops.

OVERVIEW

Students use digital communication media to make products that communicate information. Examples of contexts for digital solutions include application (app) development, CAD, digital animation, film-making, game production, graphics, multimedia, photography, sound, virtual reality, web design.

ASSESSMENT

Specialised Skills Tasks (2 of) (40%)

- Skill based tasks aimed to develop fundamental knowledge and understanding in the use of digital media. Examples may include experimenting with green screen, experimenting with shutter speed and aperture, testing different web design applications. 500 words or equivalent.

Design Process & Solution: Major Project (60%)

- Details the complete planning process students follow to create their Major Product including investigating, generating, producing, and evaluating. 1000 words or equivalent.

DESIGN & TECHNOLOGY (INDUSTRY & ENTREPRENEURIAL SOLUTIONS)

LENGTH 1 semester offered

CREDITS 10

PRIOR KNOWLEDGE

Strong familiarity with software programs used for 3D printing and laser cutting/engraving technologies including Fusion 360, Trotec Ruby and Z-suite.

OVERVIEW

Students are provided with opportunities to apply critical thinking and problem solving through engineering processes and the use new and evolving technologies such as 3D printing and Laser cutting/engraving.

PATHWAYS

Careers such as product design and manufacturing, architecture, Laser/CNC Operator, 3D printing technician, milling machine operator and more.

ADDITIONAL COSTS

Additional costs will occur as students are required to pay for the materials used in Specialised Skills Task 1 and Design, Process & Solution.

TOPICS

- Skill based tasks aimed to develop fundamental knowledge and understanding in various elements of Fusion 360 including construction and assembly.
- Upskilling of knowledge and abilities using fundamental software including Trotec Ruby (laser cutting/engraving) and Z-suite (3D printing).

ASSESSMENT

Specialised Skills Task 1 (20%)

- Fusion 360 is used to design and create accurate 3D models and Design Drawings of all components of an existing product. Evaluation to be provided in multimodal form to a maximum of 3 minutes.

Specialised Skills Task 2 (20%)

- 3D printing technologies and/or laser cutting/engraving technologies are used to construct all components of Specialised Skills Task 1. Evaluation of 500 words.

Design Process and Solution (60%)

- Students are required to identify the need for a product or invention as a solution to and identified problem. The product is to be manufactured using 3D printing and/or laser cutting/engraving technologies. Folio of 1250 words including Evaluation of 500 words.

DESIGN & TECHNOLOGY (MATERIAL PRODUCTS)

LENGTH 2 Semester offered

CREDITS 10

PRIOR KNOWLEDGE

Tech Studies and / or familiarity with use of workshop tools and equipment. Prior experience and knowledge of Fusion 360 highly recommended.

OVERVIEW

Students apply critical thinking and problem-solving skills in 3D modelling and practical workshop contexts to construct a major project of their choosing. Students must select between the material specialisation of Timber or Metal (not both).

PATHWAYS

Careers in Design & Technology such as various trades (carpentry, cabinet making, fitting & turning, boiler maker, electrician and more), product design and manufacturing, industrial design, engineering (mechanical, civil, and structural).

ADDITIONAL COSTS

Additional costs will occur as students are required to pay for the materials used in Specialised Skills Task 1 and Design, Process & Solution.

TOPICS

- Skill based tasks aimed to develop fundamental knowledge and understanding in joint construction and effectiveness (Timber or Metal Specialisation).
- Upskilling of knowledge and abilities in product planning, assembly, and overall construction.

ASSESSMENT

Specialised Skills Task 1 (20%)

- Fusion 360 is used to design and create accurate 3D models and Design Drawings of all components of a chosen product. Evaluation to be provided in multimodal form to a maximum of 3 minutes.

Specialised Skills Task 2 (20%)

- Workshop tools, machines and technologies are used to construct all components of Specialised Skills Task 1. Evaluation of 500 words.

Design Process and Solution (60%)

- Students combine practical and theoretical skills and knowledge to design and construct a Major Project within their chosen specialisation of timber or metal. Folio of 1250 words including Evaluation of 500 words.

FOOD & HOSPITALITY

LENGTH 1 or 2 semesters

CREDITS 10

OVERVIEW

Students investigate the role the food and hospitality industry plays in society and the numerous career pathways that can be pursued. The subject offers more than just cooking skills.

PRIOR KNOWLEDGE

There is no pre-requisite for Stage 1 Food and Hospitality

PATHWAYS

Careers such as nutrition, dietetics, chef, hotel administration, barista, food truck owner, baker, butcher

TOPICS

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality industry

ASSESSMENT

Practical Activity:

- 3 part assessment: Tasks may include researching the food of past decades, working collaboratively with local businesses to develop items for sale. 400 words for each part.

Group Activity:

- whole class, or small groups to undertake a catering enterprise. Includes a group action plan, the practical and an individual evaluation. Each written part is a maximum of 400 words, or equivalent.

Investigation (4 assessments):

- students investigate a current issue impacting the food and hospitality industry and make conclusions about their findings. 600 words, or equivalent.

BUSINESS INNOVATION

LENGTH 1 Semester

CREDITS 10

OVERVIEW

Students gain an understanding of fundamental business concepts and ideas, including the nature and structure of business, key business functions, forms of ownership and legal responsibilities.

PRIOR KNOWLEDGE

This subject is a prerequisite for Stage 2 Business Innovation.

PATHWAYS

Business Innovation can lead to tertiary studies in business and event management, finance, and economics.

TOPICS MIGHT INCLUDE

This subject explores the following 2 contexts: start-up business and existing business. Through these contexts, they apply their learning through the following strands: finding and solving problems financial awareness and decision-making business information and communication global, local, and digital connections.

ASSESSMENT

The subject consists of 2 assessment types and four tasks total:

Business Skills (70%)

- 2200 words total or equivalent Identifying customer problems 30-day business plan Business model summary

Business Pitch (30%)

- 2–4 minute pitch and a 500-word reflection Pitch to panellists

CROSS DISCIPLINARY STUDIES

COMMUNITY STUDIES

CREDITS 10

OVERVIEW

In this subject, students are expected to:

- negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for the contract of work
- identify and apply existing knowledge and skills work individually and with others
- locate, select, organise, and use ideas, resources, and information learn in a range of settings, including the school and the wider community
- take practical action in the community seek feedback from the community, and reflect on their own learning.

OTHER INFORMATION

These subjects are often undertaken as an alternative program by individual students. Students will have a mentor teacher but will have to work independently to complete this subject. Cannot be counted towards an ATAR for university entrance.

ASSESSMENT

Contract of work

Folio of activities

Community activity

Reflection on learning throughout the subject

The community activity must fall within one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community.

INTEGRATED LEARNING

LENGTH 1 or 2 semesters

CREDITS 10

OVERVIEW

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. The subject is based around a program focus which can be about a real-world situation, task, event, or learning opportunity and could be designed around a local theme, community, or context.

ASSESSMENT

- Practical Exploration – Students explore information, concepts and skills connected to their program focus.
- Connections – Students undertake activities that encourage them to make connections between the program focus and their development of a capability such as critical and creative thinking, ethical understanding, literacy, numeracy.
- Personal Venture – an inquiry- based or practical-based project based on the program focus

PLEASE NOTE

This is often undertaken by students independently rather than in a class environment under the supervision of a mentor teacher.

WORKPLACE PRACTICES

LEVEL Stage 1 / Stage 2

LENGTH 1 or 2 semesters

CREDITS 10 or 20

OVERVIEW

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.

TOPICS

- Industry and Work Knowledge – Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts.
- Students experience work places via either work experience or VET training they are already undertaking such as a school-based apprenticeship/traineeship or a VET course.

SCHOOL ASSESSMENT

- Folio – assessment/s based around the selected industry and work knowledge topics
- Performance – evidence of learning in the work place
- Reflection – students review and reflect on their learning in the subject and work place

PATHWAYS

This subject is often helpful for students already undertaking an SBAT or VET course to value add to their learning in these other areas. May not be in a classroom environment, depending on the numbers of enrolments.

HEALTH & PHYSICAL EDUCATION

CHILD STUDIES

LENGTH 1 semester offered

CREDITS 10

OVERVIEW

Students focus on children and their development from birth to 8.

PATHWAYS

Careers in education or health such as early childhood educator, teaching, childcare, support officer, social worker, paediatrician, occupational therapist, speech pathologist

PRE-REQUISITES

there is no pre-requisite for Stage 1 Child Studies

OTHER INFORMATION

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

TOPICS

- The nature of childhood and the socialisation and development of children
- Children in wider society
- Children, rights and safety

ASSESSMENT

- Practical Activity – 3 part assessment with EITHER an Action Plan OR Research Task, practical and evaluation. Each written component is maximum of 400 words, or equivalent. Tasks may include baby care, peer tutoring, coaching.
- Group Activity – There are 3 parts to the task: a group action plan, the practical and an individual evaluation. Each written part is a maximum of 400 words, or equivalent.
- Investigation – investigate a current issue impacting childhood or child development and make conclusions about their findings. There is no practical linked to this task. It is a maximum of 600 words, or equivalent. There are 4 assessments, each worth 25% of the grade.

PHYSICAL EDUCATION

LENGTH 2 semesters offered

CREDITS 10

OVERVIEW

Students explore the participation in and performance of human physical activities. These activities can include sports, theme-based games, fitness and recreational activities.

PATHWAYS

Careers may include: sports coaching, sports science, physiotherapy, exercise physiology, physical education teacher, personal trainer, professional sports person or fitness instructor.

PREREQUISITE

Student must undertake minimum 1 semester for Stage 2 Physical Education.

TOPICS

- Energy systems – how the body generates energy to allow it to move
- Skill Acquisition – process of learning and performing skills
- Biomechanics – study of how body parts work together to produce movement
- Modified Sports – changing traditional games to increase participation and inclusivity
- Fitness and Training Programs – applying training principles and methods for fitness and performance improvement.

ASSESSMENT

Performance Improvement (50%)

- Students apply knowledge of energy systems, fitness components, skill acquisition, training principles and methods to improve performance in a variety of sports. Maximum of 1500 Words or equivalent.

Physical Activity Investigation (50%)

- Students investigate and challenge traditional concepts and ideas within physical activities to present improvements and promote increased participation. Maximum of 1500 Words or equivalent.

OUTDOOR EDUCATION

CREDITS 10

LENGTH: 1 Semester

PATHWAYS

Careers as Outdoor Activity or Aquatic Instructor, Park Ranger, Extended Stay Leader, Secondary Teacher (Outdoor Education), Environmental Conservationist, Tour Guide, Horticulturalist, Environmental Health

PREREQUISITES

for Stage 2 Outdoor Education

ADDITIONAL COSTS

Additional costs will occur for participation in this subject to cover camp expenses such as bus hire, camping sites, equipment hire, activity instructors.

OVERVIEW

This subject provides students with opportunities to develop personal and social skills through a variety of experiences in the Outdoors.

TOPICS

- Ecosystems
- Environment Conservation strategies to preserve and promote healthy environments
- Group Dynamics making, leadership skills
- Camp Preparation
- Outdoor Activities

ASSESSMENT

About Natural Environments (40%)

- Students develop an understanding of environmental systems and issues of potential human impacts on natural environments through investigation of ecosystems. Maximum of 1600 Words or equivalent.

Experiences in Natural Environments (60%)

- Students plan and undertake outdoor activities and journeys in a group. 2 x 800-word tasks or equivalent.

HEALTH AND WELLBEING

CREDITS 10

LENGTH: 1 Semester

OVERVIEW

Students develop the knowledge, skills, and understanding required to explore and analyse influences and make informed decisions regarding health and wellbeing. The following knowledge, skills, and understandings may be developed:

- mindfulness and self-reflection
- resilience
- self-development and management
- safe failure
- communication and collaboration
- open-mindedness and respecting diverse opinions
- beliefs, attitudes, and values

PATHWAYS

Careers in health such as counsellor, social worker, psychologist, educator, yoga instructor, doctor, allied health. There is no pre-requisite for Stage 1 Health and Wellbeing

TOPICS

- Health Literacy: students develop the skills to research, understand and comprehend different sources of information.
- Health Determinants: students develop an understanding of environmental, socio-economic, belief, physiological, safety, biomedical, physical, psychological, spiritual, religious factors on health and wellbeing.
- Social Equity: integral to understanding health and wellbeing, it is the recognition and valuing fair and just promotion of health and wellbeing, without considering age, gender, sexuality, disability, location, culture or socio-economic status.
- Health Promotion: humans have the right to health and wellbeing for quality of life.

ASSESSMENT

- Practical Action: students undertake action on an individual or community issue to improve health and wellbeing. Evidence is provided through application and reflection. Maximum of 1000 words, or equivalent.
- Issue Inquiry: students research a current health or wellbeing trend or issue. Evidence is provided through critical thinking and reflective practice. Maximum of 1000 words, or equivalent. There are 3 assessments, each worth at least 20% of the grade.

NUTRITION

LENGTH 1 Semester

CREDITS 10

OVERVIEW

In this science subject students investigate the role of nutrients in the body as well as social and environmental issues in nutrition.

PATHWAYS

Careers in health such as nutrition, dietetics, fitness, nursing Subjects – prerequisite for Stage 2 Nutrition

TOPICS

- Nutrition Fundamentals – macro and micronutrients, role in body and diseases due to over and under nutrition
- Food marketing and nutrition guidelines – Australian dietary guidelines, psychology of food marketing
- Water and sustainable food supply – sustainable food futures, waste management, water quality and health

ASSESSMENT

Investigations Folio (70%)

- Practical investigation – students use scientific inquiry skills to plan and undertake an investigation. Maximum 1000 words or equivalent.
- Science as a human endeavor task – students research and report on how nutrition science interacts with society. Maximum 1000 words or equivalent.

Skills and Application Task (30%)

- Case study – students are given a typical daily eating plan of a client which they analyse and make recommendations for. Maximum 1000 words or equivalent.

HUMANITIES & SOCIAL SCIENCES

ANCIENT STUDIES

LENGTH 1 Semester

CREDITS 10

OVERVIEW

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia, and the classical civilisations of Greece and Rome.

PATHWAYS

This course can lead to Stage 2 Ancient Studies, and shares similar skills of Historical Inquiry with Stage 2 Modern History.

OVERVIEW

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia, and the classical civilisations of Greece and Rome.

TOPICS

- Understanding Ancient History Art
- Architecture and Technology
- Social Structures,
- Slavery and Everyday Life
- Warfare and Conquest
- Mythology and Beliefs
- Representations of Antiquity in Modern Cinema

ASSESSMENTS

Three Historical Skills and Applications (75%)

- for example a role-play, essays, debates, empathy tasks, oral presentations, among others. Total of 2400 words or equivalent.

One Historical Inquiry (25%)

- may be written, oral or multi- modal. Course work is subject to external moderation. 1000 words or equivalent.

GEOGRAPHY

LENGTH 1 semester

CREDITS 10

OVERVIEW

Students learn about environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

TOPICS MAY INCLUDE

Sustainable Places, Hazards, Contemporary Issues

ASSESSMENTS

- *Three Geographical Skills and Applications (75%)* for example oral presentation, report, written response, designing a map, proposing action to an issue
- *Fieldwork (25%)* Students undertake a fieldwork activity linked to a topic of study. 100 words or equivalent. Pathways Stage 2 Geography.

MODERN HISTORY

LENGTH 1 semester (2 if sufficient demand)

CREDITS 10

OVERVIEW

In this subject, students investigate how different events and movements from 1750 onwards influenced the world at the time and its impact on our society today.

PRIOR KNOWLEDGE

Stage 1 History is strongly recommended if a student wishes to do Stage 2 Modern History.

TOPICS

Students will study two of the topics below, plus one topic of their own choice:

- Imperialism
- Revolutions
- Indigenous Peoples
- Empires
- Social movements

ASSESSMENT

Historical skills tasks (70%)

- This is comprised of 3 tasks, which may include source analysis tasks, exams, research essays, presentations and empathetic responses. Total of 2400 words or equivalent.

Historical study (30%)

- A 1000 word essay on a research topic of the student's choice. Pathways: Career paths include: gallery or museum curation, conservation consultancy, historical and social research, education, government/policy consultancy.

MEDIA STUDIES

LENGTH 1 semester (2 if sufficient demand)

CREDITS 10

OVERVIEW

In Media Studies students develop media literacy and production skills by critically observing media practices, critically analysing media texts and creating their own media products.

PRIOR KNOWLEDGE

Knowledge from Year 10 Film and Sound, Year 10 Media Studies is beneficial but not critical.

PATHWAYS

Careers in film, radio, advertising companies.

TOPICS

Representations in the media Advertising techniques Music Video Analysis.

ASSESSMENT

Exploration Study (20%) – 800 words or equivalent

- Option 1: Representations in the Media; Option 2: Advertising; Option 3: Music Video

Interaction Study (20%)

- Students interact with a type of media of their choice and analyse their interactions. Students identify and outline a topic they want to study and then choose the form in which they will present their findings. 800 words or equivalent.

Product (60%)

- Students produce their own 30–60 second television advertisement and write a 500 word Producers Statement.

SOCIETY & CULTURE

LENGTH: 1 Semester

CREDITS 10

OVERVIEW

Students explore and analyse the interactions of people, societies, cultures and environments.

TOPICS

Topics most likely covered:

- Prejudice and discrimination
- Relationships between societies and natural environments
- The social impact of environmentally sustainable practices and environmentally unsustainable practices
- Cultures and subcultures in Australian society Australia's relationships with the Asia-Pacific region
- The diversity of the Asia-Pacific region Refugee and migrant experiences and contributions
- Australians as global citizens World-shaping phenomena Peace and conflict

ASSESSMENT

In this subject, students complete 3-4 assessments. Students must complete at least one assessment from each assessment type:

Assessment Type 1: Sources Analysis

Assessment Type 2: Group Activity

Assessment Type 3: Investigation.

THE SCIENCES

BIOLOGY

LENGTH 2 semesters offered

CREDITS 10

PATHWAYS

Careers such as medicine, research, dietetics, fitness, nursing, pharmacology, marine science, environmental science, agriculture, veterinary science, biotechnology, ecotourism, conservation, secondary school teaching and forensic science.

SUBJECTS

This is presumed knowledge for Stage 2 Biology.

BIOLOGY A

Topics

- Cells and Microorganisms -structure and function
- Infectious Disease - transmission, impact, treatments and immune system.

Assessment

Investigations Folio (50%)

- Practical investigation - students use inquiry skills to design and undertake an investigation. Maximum 1000 words or equivalent.

Science as a Human Endeavour (SHE) task - students research and report on how science and society interact and impact each other. Maximum 1000 words or equivalent.

Skills and Application Tasks (50%)

- 2 x SATS - 25% each - (one based on each topic).

The second SAT will be done under exam conditions during exam week.

BIOLOGY B

Topics

- Multicellular organisms - Respiratory, Circulatory, Excretory and Digestive systems.
- Biodiversity and Ecosystem Dynamics

Assessment

Investigations Folio (50%)

- Practical investigation - students use inquiry skills to design and undertake an investigation. Maximum 1000 words or equivalent.
- Science as a Human Endeavour (SHE) task - students research and report on how science and society interact and impact each other. Maximum 1000 words or equivalent.

Skills and Application Tasks (50%)

- 2 x SATS - 25% each - (one based on each topic). The second SAT will be done under exam conditions during exam week.

CHEMISTRY

LENGTH 2 semesters offered

CREDITS 10

PATHWAYS

Careers in agriculture such as agronomy or animal sciences, forensics, pharmacist, most medical pathways.

SUBJECTS

This is a prerequisite for Stage 2 Chemistry.

CHEMISTRY A

Topics

- Atoms and the Periodic Table – atomic structure, isotopes, trends in the periodic table, electron configuration
- Bonding and Nomenclature – substance classification, ionic and covalent bonding, molecular shape and secondary bonding
- Chemical Reactions – writing and balancing chemical equations, acid reactions, pH, ionisation of acids

Assessment

Investigations Folio (50%)

- Reactions Design Practical Report. Maximum 1000 words or equivalent Science as a Human Endeavour Task – students research and report on an environmental issue and possible solution. Maximum 1000 words or equivalent.

Skills and Application Task (50%)

- Precipitations Practical Task. Bonding and Reactions Exam.

CHEMISTRY B

Topics

- Chemical Quantities and Calculations – Molar mass, mole calculations, stoichiometry, exothermic and endothermic reactions
- Electrochemistry – redox reactions, half equations, metal reactivity, galvanic and electrolytic cell
- Organic Chemistry – carbon chemistry, naming organic substances, homologous series, fractions, group properties, naming functional groups

Assessment

Investigations Folio (50%)

- Viscosity Design Practical Report. Maximum 1000 words or equivalent. Science as a Human Endeavour Task. Maximum 1000 words or equivalent

Skills and Application Task (50%)

- Stoichiometry Practical Test. Electrochemistry Exam.

PHYSICS

LENGTH 2 semesters offered

CREDITS 10

PATHWAYS

Careers in Engineering, Communications, Radiography, Architecture, Construction, Space Exploration.

SUBJECTS

This is a prerequisite for Stage 2 Physics.

PHYSICS A

Topics

- Linear Motion – Concepts and applications of displacement, velocity, acceleration and graphical representations
- Forces and Newton's Laws – Newton's three laws, forces and vectors
- Electrostatics and Electricity – Electrical charges, voltage, current, resistance and electrical circuits

Assessment

Investigations Folio (50%)

- Forces Design Practical Report – students use practical skills to deconstruct, design and undertake an investigation to verify Newton's 2nd Law. Maximum 1000 words or equivalent
- Science as a Human Endeavour Task – students research and report on a method of rocket or plane propulsion and link this to its role in society. Maximum 1000 words or equivalent

Skills and Application Task (50%)

- Linear Motion Test Electricity Practical Exam

PHYSICS B

Topics

- Nuclear Models and Radioactivity – Atomic structure and stability.
- Vibrations and Waves – Transverse and longitudinal waves, wave equations, sound and light waves, reflection and refraction, and wave interference

Assessment

Investigations Folio (50%)

- Energy Design Practical Report – investigation to compare energy and elasticity of collisions. Maximum 1000 words or equivalent
- Science as a Human Endeavour Task – applications of radioactive isotopes in medicine. Maximum 1000 words or equivalent

Skills and Application Task (50%)

- Reflection and Refraction practical task.
- Nuclear Models and Radioactivity exam.

TRADE PHYSICS (SCIENTIFIC STUDIES)

LENGTH 1 semester only

CREDITS 10

OVERVIEW

In this science subject, students study concepts of motion, including velocity and acceleration, forces and Newton's laws, electrostatics and electrical circuits. A large focus is on numerical data, mathematical equations, graphing and calculations.

PATHWAYS

Careers in various trades like an electrician, plumber, building and construction, fitter and turner, boiler maker

SUBJECTS

Cannot be used to go on to Stage 2 Physics

Topics

- Linear Motion – Concepts and applications of displacement, velocity, acceleration and graphical representations
- Forces and Newton's Laws – Newton's three laws, forces and vectors
- Electrostatics and Electricity – Electrical charges, voltage, current, resistance and electrical circuits

Assessment

Inquiry Folio (75%)

- Linear Motion Task – students will be calculating, drawing, graphing and analysing motion and practical data such as displacement, velocity, time and acceleration
- Science as a Human Endeavour Task – students research and report on a method of rocket or plane propulsion. They will link their focus to its role in society. Maximum 1000 words or equivalent
- Electricity Practical Exam students will be calculating, drawing and analysing, using Coulomb's Law, Ohm's Law and Circuit Rules, as well as making series and parallel circuits.

Collaborative Inquiry (25%)

- Forces Design Collaborative Inquiry – students use scientific inquiry skills to collaboratively deconstruct, design and undertake an investigation to verify Newton's 2nd Law. Maximum 8 page journal and 3 minute for oral evaluation.

Stage 2 Subjects

Stage 2 Elective Subjects

AGRICULTURE

AGRICULTURE PRODUCTION

LENGTH 2 Semesters

CREDITS 20

PRIOR KNOWLEDGE Stage 1 Agriculture

PATHWAYS

Careers in all type of agriculture areas including, agronomy, farming, research, livestock agent, machinery sales, grain marketing and agricultural supply companies

OVERVIEW

This subject focuses on techniques, procedures and processes used in the agricultural production industry. Students extend their skills, knowledge and understanding of how science is integrated into the farming practices.

TOPICS

- Plant Production: Students collaborate with agronomist and learn Pre- emergent Spraying, crop planting, post- emergent spraying and eventually harvest their crop.
- Resource Management: Soil testing and maintenance
- Agribusiness: Students work with Grain Marketing personnel to sell the grain stored on farm.
- Science as a human endeavour: Students' investigate how science interacts with agriculture.

ASSESSMENT

Type 1: Agricultural Reports (30%)

- Soils Investigation: The class design and conduct an investigation comparing soils. 1500 words.
- Science as a Human Endeavour: research report in to how agricultural science interacts with the farming society. 1500 words.
- Seeder Calibration Report: 1500 words

Type 2: Applications (40%)

- Grain Marketing Assignment: Students use the crop information and grain from the previous Cummins Area School cropping program and collect, present, analyse the data, and evaluate marketing strategies once they have sold the grain.
- Crop Planning Assignment: Students consult with local agronomist and plan the cropping program for that year. 1500 words.
- Sheep and Wool Test: A supervised 80-minute test

External Investigation: (30%)

- Students individually undertake an investigation. They prepare a production plan which is assessed and then they undertake the investigation. 2000 words.

THE ARTS

Design

LENGTH 2 Semesters

CREDITS 20

PRIOR KNOWLEDGE

Stage 1 Design

OVERVIEW

Includes areas of communication and graphic design, environmental design and product design. It has a strong emphasis on problem solving and the generation of ideas and concepts and the development of visual representation skill to communicate resolved pieces of work.

PATHWAYS

Careers in graphic design, product design, architecture, interior design and environmental design.

ASSESSMENT

Folio (40%)

- Produce 1-2 folios that document visual learning towards producing 1-2 final practical pieces. 40x A3 Pages

Practical (30%)

- The practical component consists of two parts a resolved piece of work and a practitioner's statement. Practitioners statement of 1000 words.

External Visual Study (30%)

- Explore and or experiment with a style, an idea, a concept, media, materials, methods, techniques and/or technologies. 20 A3 pages and 2000 words.

MUSIC

LENGTH 1 Semester

CREDITS 10 (solo) 10 (ensemble)

PRIOR KNOWLEDGE

Proficiency in music

OVERVIEW

Students develop and extend their practical music-making skills through performing works and analyse and reflect on their strategies to rehearse and develop their performances.

ADDITIONAL INFORMATION

This subject is offered with the support of the visiting instrumental music teachers and is supervised by a teacher on site. It requires independent learning.

TOPICS

The subject consists of the following strands: understanding music, creating music, and responding to music.

ASSESSMENT

Performance (30%)

- student performs either solo or part of an ensemble for 6-8 minutes in front of a live audience.

Performance & Discussion (40%)

- student performs either solo or part of an ensemble for 6-8 minutes in front of a live audience and a submits a discussion of key musical elements and a critique of strategies to improve and refine each student's performance. 800 words or equivalent.

Performance Portfolio (30%)

- student performs either solo or part of an ensemble for 6-8 minutes in front of a live audience and a submits an evaluation in which they discuss, critique, and evaluate their learning journey through their course of study in the subject.

VISUAL ART

LENGTH 2 Semesters

CREDITS 20

PRIOR KNOWLEDGE

Stage 1 Visual Arts, Design, IPP, Photography beneficial.

OVERVIEW

In Stage 2 Visual Arts students work independently on the development of artworks as a 'practicing artist' who negotiates both practical and research based assignments.

PATHWAYS

Careers in marketing, illustration, small business, fashion, animation, makeup artistry.

TOPICS

Can vary based on student interest across the Art and Craft fields, examples being painting, ceramics, mixed media, mosaics, sculpture, printmaking, photography, digital imagery.

ASSESSMENT

Folio (40%)

- Students produce two folios, one for each practical that documents preliminary ideas, experimentation, critical analysis and research of other artists to support their practical's. 40 A3 Pages however this can be split into two folios and two practicals.

Practical (30%)

- Students complete two artworks that are each accompanied by 'Practitioner Statements' that is a maximum of 500 words each or 1000 words for a body of work.

External Visual Study (30%)

- Students complete one Visual Study based on an art movement, media, techniques or technologies. They undertake research, exploration, experimentation and critical analysis to inform their practice. 20 A3 pages, 2000 words.

BUSINESS, ENTERPRISE & TECHNOLOGY

INFORMATION, PRECESSING & PUBLISHING

LENGTH 2 semesters

CREDITS 20

OVERVIEW

Students focus on using technology to design and implement information-processing solutions.

PRIOR KNOWLEDGE

Knowledge from Year 10 and Stage 1 Graphic Design and Stage 1 IPP is beneficial but not critical.

PATHWAYS

Careers in administration, management and graphic design.

ASSESSMENT

Practical Skills (40%)

- Resume Design - Students produce their own professional resume design.
- Menu Design - Students design and produce a new menu design for a local pub, deli or restaurant. Eg. the Cummins Hotel.
- Christmas Wonderland Poster -In collaboration with the Cummins Christmas Wonderland committee, students will design and produce a new promotional poster.
- Promotional Product- Students create a collection of promotional products for a local event eg. Colour Tumby, Get Out Festival, Tunarama.
- Business Documents - Design and produce a new logo design for local company. Students will learn how to format an email/letter, complete a mail merge and format minutes of a meeting.

Issues Analysis & Technical and Operational Analysis (30%)

- Issues Analysis - Students explore the effects and implications Social Media usage has on younger generations. 1200 words or equivalent.
- Technical and Operational Analysis - Students research possible laptop options that will meet their current and future needs.

Product and Documentation (30%)

- Students create a text based product that demonstrates their understanding of the design process and design principles. Students also document their design process in a folio that is a maximum of 1500 words

DIGITAL TECHNOLOGIES

LENGTH 2 Semesters offered

CREDITS 20

OVERVIEW

In Digital Technologies students create solutions to problems using a variety of digital tools and programming languages.

PATHWAYS

Careers in technologies such as software developer, data analyst, robotics engineer, games developer, and network professional.

Studies in Computer Science or Information Technology at TAFE or University

TOPICS

- Research & Ethics – students research an ethical issue related to technology Data Analytics – students analyse a large dataset to draw conclusions
- Unity and C# – learn how to create a 3D computer game

ASSESSMENT

Project Skills (50%)

- Research & Ethics – students research an ethical issue related to technology. Maximum 5 minute video
- Data Analytics – students analyse a large dataset and produce an infographic to inform the community. Maximum 5 minute video
- Programming Skills – students create a basic Unity game of their choice. Maximum 5 minute video
- Iterative Project Development – students use an iterative project development approach to improve their basic Unity game. Maximum 5 minute video

Collaborative Project (20%)

- Students work collaboratively to develop a Unity game to meet a client's needs. Maximum 5 minute video

Individual Digital Solution (30%)

- Students work independently to develop a Unity game to meet a client's needs. Maximum 15 minute video + 3 minute designer's statement.

DESIGN, TECHNOLOGY & ENGINEERING (DIGITAL COMMUNICATION SOLUTIONS)

LENGTH 2 semesters offered

CREDITS 20

OVERVIEW

Students use digital communication media to make products that communicate information. Examples of contexts for digital solutions include application (app) development, CAD, digital animation, film-making, game production, graphics, multimedia, photography, sound, virtual reality, web design.

PRIOR KNOWLEDGE

Not a prerequisite for Stage 2 Design, Technology & Engineering.

PATHWAYS

Opportunity to develop skills and explore pathways in a range of areas such as web page design, film making, advertising etc.

ASSESSMENT

• **School Assessed**

Specialised Skills Tasks (2 of) (20%)

- Students develop knowledge and skills through specialised skills tasks. They apply the skills, processes and techniques in the chosen context 1000 words or equivalent.
- Design Process & Solution: Students create a design brief that provides the basis for the development of potential solutions.

Major Project folio (50%)

- Details the complete planning process students follow to create their Major Product including investigating, generating, producing, and evaluating. 3000 words or equivalent.

• **Externally Assessed**

Resource Study (30%)

1000 words or equivalent. Resource Investigation and Issue Investigation.

DESIGN & TECHNOLOGY (INDUSTRY & ENTREPRENEURIAL SOLUTIONS)

LENGTH 2 Semesters

CREDITS 20

PRIOR KNOWLEDGE: Strong familiarity with software programs used for 3D printing and laser cutting/engraving technologies including Fusion 360, Trotec Ruby and Z-suite.

OVERVIEW

Students are provided with opportunities to apply critical thinking and problem solving through engineering processes and the use new and evolving technologies such as 3D printing and Laser cutting/engraving.

PATHWAYS

Careers such as product design and manufacturing, architecture, Laser/CNC Operator, 3D printing technician, milling machine operator and more.

ADDITIONAL COSTS

Additional costs will occur as students are required to pay for the materials used in Specialised Skills Task 1 and Design, Process & Solution.

TOPICS

- Skill based tasks aimed to develop fundamental knowledge and understanding in various elements of Fusion 360 including construction and assembly.
- Upskilling of knowledge and abilities using fundamental software including Trotec Ruby (laser cutting/engraving) and Z-suite (3D printing).
- Testing Material properties to determine suitability for chosen application.

ASSESSMENT

Specialised Skills Task 1 (10%)

- Fusion 360 is used to design and create accurate 3D models and Design Drawings of all components of a chosen product. Evaluation of 500 words.

Specialised Skills Task 2 (10%)

- 3D printing technologies and/or laser cutting/engraving technologies are used to construct all components of Specialised Skills Task 1. Evaluation to be provided in multimodal form to a maximum of 3 minutes.

Design Process and Solution (50%)

- Students are required to identify the need for a product or invention as a solution to an identified problem. The product is to be manufactured using 3D printing and/or laser cutting/engraving technologies. Folio of 2500 words including Evaluation of 500 words.

Resource Study (30%)

- A series of tests are selected by students to generate data on the functional characteristics of the materials. Additionally, students also investigate and explore ethical issues related to their Major Project. Written report 2000 words.

DESIGN & TECHNOLOGY (MATERIAL PRODUCTS)

LENGTH 2 semesters

CREDITS 20

OVERVIEW

Students apply critical thinking and problem-solving skills in 3D modelling and practical workshop contexts to construct a major project of their choosing. Students must select between the material specialisation of Timber or Metal (not both).

PRIOR KNOWLEDGE

Tech Studies and / or familiarity with use of workshop tools and equipment. Prior experience and knowledge of Fusion 360 highly recommended.

PATHWAYS

Careers in Design & Technology such as various trades (carpentry, cabinet making, fitting & turning, boiler maker, electrician and more), product design and manufacturing, industrial design, engineering (mechanical, civil, and structural).

ADDITIONAL COSTS

Additional costs will occur as students are required to pay for the materials used in Specialised Skills Task 1 and Design, Process & Solution.

TOPICS

- Skill based tasks aimed to develop fundamental knowledge and understanding in joint construction and effectiveness (Timber or Metal Specialisation).
- Upskilling of knowledge and abilities in product planning, assembly, and overall construction.
- Testing Material properties to determine suitability for chosen application.
-

ASSESSMENT:

Specialised Skills Task 1 (10%)

- Fusion 360 is used to design and create accurate 3D models and Design Drawings of all components of a chosen product. Evaluation of 500 words.

Specialised Skills Task 2 (10%)

- Workshop tools, machines and technologies are used to construct all components of Specialised Skills Task 1. Evaluation to be provided in multimodal form to a maximum of 3 minutes.

Design Process and Solution (50%)

- Students combine practical and theoretical skills and knowledge to design and construct a Major Project within their chosen specialisation of timber or metal. Folio of 2000 words including Evaluation of 500 words.

Resource Study (30%)

- A series of tests are selected by students to generate data on the functional characteristics of the materials. Additionally, students also investigate and explore ethical issues related to their Major Project. Written report 2000 words.

FOOD & HOSPITALITY

LENGTH 2 Semesters offered

CREDITS 20

PRIOR KNOWLEDGE

There is no pre-requisite for Stage 2 Food and Hospitality

OVERVIEW

Students investigate the role the food and hospitality industry plays in society and the numerous career pathways that may be pursued. The subject offers more than just cooking skills.

PATHWAYS

Careers such as nutrition, dietetics, chef, hotel administration, barista, food truck owner, baker, butcher.

OTHER INFORMATION

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

TOPICS MIGHT INCLUDE

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

ASSESSMENT

Practical Application (50%)

- Undertaken as 5 tasks. Topics may include cake decorating, cultural fusion, fake away meal, picnic hamper. Involves 2-3 components, EITHER an Action Plan or Research Task, Practical and possibly an Evaluation. Maximum 500 words or equivalent for each of the 5 tasks.

Group Task (20%)

- Students work together as a whole class, or in small groups to plan a hospitality event, this can be anything the group wishes. The group need to complete a collaborative Action Plan and an Individual Evaluation. Each written piece is a maximum 500 words or equivalent.

External Investigation (30%)

- Investigation – students investigate an area of the food and hospitality industry that interests them. Maximum 2000 words.

BUSINESS INNOVATION

LENGTH 2 semesters

CREDITS 20

OVERVIEW

In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business. Through design thinking and innovation, students develop, understand, and apply their critical and creative thinking skills.

PATHWAYS

Business Innovation can lead to tertiary studies in business and event management, finance, and economics.

TOPICS

There are three key concepts covered across the year: Designing Business, Sustaining Business, Transforming Business. Through these concepts, the following strands are explored: Innovation Decision making and project management, Financial literacy, Global, local, and digital perspectives.

ASSESSMENT

There are two school-assessed assessment types comprised of four tasks and 1 externally assessed assessment type with one task.

Business Skills (40%)

- 3000 words total or equivalent
- Creating/designing business
- Consultancy Infographic
- Financial Pitch

Business Model (30%)

- 2000 words total or equivalent, Business Model, Portfolio

Investigation (30%)

- 1700 words or equivalent Business Plan and Pitch

INDUSTRY CONNECTIONS

CREDITS 20

Overview

Industry Connections provides students who have an interest in a particular industry area to develop and apply their skills, knowledge and understandings about that industry, while developing their capabilities and employability skills through an industry-related project.

Pathways

Students can complete up to 60 credits of Industry Connections for SACE Completion.

This subject cannot be used for an ATAR or entrance into university.

School Assessment

- Work Skills Portfolio – Students collect evidence of learning through at least 4 tasks related to the knowledge and concepts related to the selected industry and the specific skills used in the industry.
- Reflection – reflection on the development of knowledge, concepts, skills and new understandings related to the industry and the development and implementation of the Industry Project. 1500 words or equivalent.

External Assessment:

- Industry Project: students undertake a project to demonstrate planning, organisation, problem-solving and decision –making skills within their selected industry. 1500 words or equivalent.

CROSS DISCIPLINARY STUDIES

COMMUNITY STUDIES

CREDITS 10 or 20

OVERVIEW

In this subject, students are expected to:

- negotiate, plan, and make decisions about a community activity, and develop challenging and achievable individual goals for the contract of work.
- identify and apply existing knowledge and skills, work individually and with others locate, select, organise, and use ideas, resources, and information learn in a range of settings, including the school and the local or wider community.
- take practical action in the community
- seek feedback from the community
- present the activity to the community
- evaluate and reflect on the completion of the contract, the feedback received, and their own learning.

OTHER INFORMATION

These subjects are often undertaken as an alternative program by individual students. Students will have a mentor teacher but will have to work independently to complete this subject. Cannot be counted towards an ATAR for university entrance.

AREAS OF STUDY

Community Studies A is a 10-credit subject or a 20-credit subject at Stage 2. Students may undertake more than one Community Studies subject, but only one per area of study.

In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community.

ASSESSMENT

- Contract of work
- Folio of activities
- Community activity
- Reflection on learning throughout the subject.

INTEGRATED LEARNING

LENGTH 1 or 2 semesters

CREDITS 10

OVERVIEW

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. The subject is based around a program focus which can be about a real-world situation, task, event, or learning opportunity and could be designed around a local theme, community, or context.

PLEASE NOTE

This is often undertaken by students independently rather than in a class environment under the supervision of a mentor teacher.

Assessment

School Assessment:

- Practical Inquiry – practical inquiry should be designed with a specific purpose that enables students to demonstrate practical application and development of their knowledge, concepts, and skills through enquiry.
- Connections – Students undertake activities that encourage them to make connections between the program focus and their development of a capability such as critical and creative thinking, ethical understanding, literacy, numeracy.

External Assessment:

- Personal Endeavour – an inquiry- based or practical-based project based on the program focus

COMMUNITY CONNECTIONS

CREDITS 20

OVERVIEW

Community Connections provides the ability for students to study a reduced version of a SACE Board- accredited subject e.g. Maths, PE, Physics etc.

Students can either choose to study this way from the start of the year or can transition to Community Connections during the year if they are finding the subject challenging.

TOPICS

Students will be able to enrol in a 10-credit or a 20-credit subject, in up to three fields of study:

- Humanities and the Community
- STEM and the Community
- Interdisciplinary Learning and the Community.

ASSESSMENT

Type 1: Folio (50%)

- Students collect evidence that shows specific learning requirements from the selected Stage 2 subject, and addresses their development of knowledge and concepts related to the selected Stage 2 subject and specific skills related to the SACE Stage 2 subject.

Type 2: Reflection (20%)

- Students reflect on the development of knowledge, concepts, skills and new understandings related to the selected Stage 2 subject, development of their planning, organisational, problem-solving and decision-making skills through their community application activity and their capabilities. 750 words for 10 credit or 1500 for 20 credit, or equivalent.

Type 3: Community Application Activity (30%)

- Students undertake a community application activity, and provide evidence of connections between the activity and subject-specific knowledge and skills, planning and organisation to undertake the community application activity and benefits and future possibilities of the community application activity to the community and themselves.

WORKPLACE PRACTICES

LEVEL Stage 1 / Stage 2

LENGTH 1 or 2 semesters

CREDITS 10 or 20

PATHWAYS

This subject is often helpful for students already undertaking an SBAT or VET course to value add to their learning in these other areas. May not be in a classroom environment, depending on the numbers of enrolments.

OVERVIEW

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.

TOPICS

Industry and Work Knowledge - Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts.

Students experience work places via either work experience or VET training they are already undertaking such as a school-based apprenticeship/traineeship or a VET course.

SCHOOL ASSESSMENT

- Folio - assessment/s based around the selected industry and work knowledge topics
- Performance - evidence of learning in the work place
- Reflection - students review and reflect on their learning in the subject and work place

ACTIVATING IDENTITIES AND FUTURES

CREDITS 10

LENGTH 1 SEMESTER

PATHWAYS

Activating Identities and Futures must be completed in order to attain your SACE. Research Project is a valuable opportunity for students to develop independent organisational skills and communication skills. It can also help students to connect with experts and professionals in fields that interest them.

OVERVIEW

Students pick a topic of interest to learn about to increase their skills in learning how to learn.

TOPICS

Students select their own topic of research to focus on throughout the semester. Teachers will provide support and guidance as to how to effectively undertake each student's chosen research project.

ASSESSMENT

- Natural Evidence of Learning Portfolio (35%)
- Progress Checks (35%) 10 minutes multimodal or equivalent
- Appraisal (30%) - externally marked. 6 minutes multimodal or 1000 words

ENGLISH

ENGLISH

LENGTH 2 semesters**CREDITS** 20**OVERVIEW**

In this subject, students learn to interpret, analyse and create written, oral and multimodal texts in order to understand their meaning and how meaning is conveyed.

PATHWAYS

Journalism, education, writing, paralegal, law, advertising, editing, publishing, copywriting and archiving.

TOPICS

Analysing texts (such as novels, news articles, films and poetry).
Creating texts (such as advertisements, narratives, book/film reviews or transforming existing stories into new ones). Comparing texts.

ASSESSMENT

Analysing texts (30%)

- 3 tasks (typically essays), each 1000 words long

Creating texts (40%)

- 4 tasks including one writer's statement, each is 1000 words or 6 minutes for oral presentations. Tasks may include writing advertisements, narratives, news articles, persuasive texts or transforming existing stories into new ones.

External (30%)

- 2000 word comparative essay

ESSENTIAL ENGLISH

LENGTH 2 semesters**CREDITS** 20**OVERVIEW**

Essential English serves as a suitable alternative to the rigour of English and English Literature while allowing students to continue to improve their English skills to take into everyday life. In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

PATHWAYS

Increasing student's confidence and skills in English is useful in all areas of students' lives. Essential English is more suitable for students engaging in a non-tertiary pathway.

TOPICS

Topics and studied text for this subject vary in accordance with the needs of the group of learners. They may include, but are not limited to the following:

- Film Studies
- Cover Letter
- Professional Writing, i.e. email etiquette, letters of complaint
- Short Story Studies.

ASSESSMENT

School Assessment:

- Responding to Texts – Students produce three responses to texts. At least one of the responses must be produced in written form, and at least one response in oral or multimodal form. 800 words or equivalent.
- Creating Texts – Students create written, oral, and multimodal texts for a variety of purposes such as professional writing and short stories. 800 words or equivalent.

External Assessment:

- Independent Language Study: Students choose a context that interests them and then devise a question or hypothesis about the use of language in the chosen context. 1500 words or equivalent.

ENGLISH LITERATURE STUDIES

LENGTH 2 semesters

CREDITS 20

OVERVIEW

In this subject, students study complex literary works (such as works by William Shakespeare, Charles Dickens and Jane Austen) and different ways of interpreting their meaning.

PATHWAYS

Journalism, education, writing, paralegal, law, advertising, editing, publishing, copywriting and archiving.

TOPICS

Methods of interpreting texts

- Film
- Poetry
- Novels
- Drama
- Short texts
- Creating texts: Students learn how to effectively write their own texts using the techniques and themes identified in the texts that they have studied.

ASSESSMENT

Responding to Texts (50%)

- five analytical essays, each is 1000 words.

Creating Texts (20%)

- one transformative text (inspired by a text studied in class) and writer's statement (1500 words) and one other created text such as a narrative or article (1000 words).

Text Study (15%)

- an independent comparative study (essay) on one text studied in class, and one independently selected text.

Exam (15%)

- a critical analysis of short texts under exam conditions (100 minutes)

HEALTH & PHYSICAL EDUCATION

CHILD STUDIES

LENGTH 2 semesters

CREDITS 20

OVERVIEW

Students focus on children's growth and development from birth to 8 years. They investigate areas such as the importance of play, development of motor skills etc.

PATHWAYS

Careers in education or health such as early childhood educator, teaching, childcare, support officer, social worker, paediatrician, occupational therapist, speech pathologist

PRE-REQUISITES

there is no pre-requisite for Stage 2 Child Studies

TOPICS

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

ASSESSMENT

Practical Application (50%)

- Undertaken as 5 tasks. Topics may include book writing, loose parts play, inclusive education, cross age tutoring, lunch box planner. Involves 2-3 components, EITHER an Action Plan or Research Task, Practical and possibly an Evaluation. Maximum 500 words or equivalent for each of the 5 tasks.

Group Task (20%)

- Students work together as a whole class, or in small groups to plan a learning event, this can be anything the group wishes. The group need to complete a collaborative Action Plan and an Individual Evaluation. Each written piece is a maximum 500 words or equivalent.

External Investigation (30%)

- Investigation – students choose a topic in an area of interest in childhood development. Maximum 2000 words

OUTDOOR EDUCATION

LENGTH 2 Semesters

CREDITS 20

OVERVIEW

This subject provides students with opportunities to develop personal and social skills through a variety of experiences in the Outdoors where they will strengthen their connections with and understanding of natural environments.

PATHWAYS

Journalism, education, writing, paralegal, law, advertising, editing, publishing, copywriting and archiving.

ADDITIONAL COSTS

Additional costs will occur for participation in this subject to cover camp expenses such as bus hire, camping sites, equipment hire, activity instructors.

TOPICS

In this subject there are 3 focus areas for learning:

- Conservation and sustainability of natural environments
- Human connections with nature
- Personal and social growth and development (leadership, organisation, social skills, decision making, self-reliance etc.)

ASSESSMENT

About Natural Environments (20%)

- Students develop an understanding of environmental systems and issues of potential human impacts on natural environments through investigation of ecosystems. 1600 Words or equivalent

Experiences in Natural Environments (50%)

- Students plan and undertake outdoor activities and journeys in a group. Students use peer assessment and self-assessment to gather information about the development of their teamwork and practical outdoor skills. 2500 words or equivalent (split over two assignments)

Connections with Natural Environments (30%)

- Students investigate and/or explore a personal connection with natural areas focusing in environmental or human considerations. 2000 words or equivalent.

PHYSICAL EDUCATION

LENGTH 2 semesters

CREDITS 20

OVERVIEW

Students participate in and analyse the performance of human physical activities. It is a practical subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes.

PATHWAYS

Physical Education can prepare students for careers in the health industry, including physiotherapy, occupational therapy, teaching, health sciences, exercise physiology, coaching and professional athlete.

TOPICS

Three key areas are investigated throughout the year:

- In Movement
- Through Movement
- About Movement

These key areas are linked with the major theory topics: Exercise Physiology, Biomechanics, and Skill Acquisition.

ASSESSMENT

School assessment makes up 70% of the total assessment and the externally marked task makes up 30%.

- Type 1 – Diagnostics – 2 tasks (30%)
- Type 2 – Self-improvement Portfolio (40%)
- Type 3 – Group Dynamics (30%)

NUTRITION

LENGTH 2 semesters

CREDITS 20

OVERVIEW

Nutrition is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health and disease.

PATHWAYS

Allied health such as nutritionist, dietician, fitness and health professionals.

TOPICS

Students will have opportunities to investigate global and local food trends, advancement in technology, and development of new foods and food packaging. These will impact on the future health of populations through nutrition needs.

SCHOOL ASSESSMENT

Investigations Folio (30%)

- One design practical investigation and one Science as a Human Endeavour (SHE) investigation. 1500 words or equivalent.

Skills and Application Tasks (40%)

- three skills and application tasks, one of which must be a case study.

External assessment (30%)

- 130 minute exam

HEALTH & WELLBEING

LENGTH 2 semesters

CREDITS 20

OVERVIEW

Students develop the knowledge, skills, and understanding required to explore and analyse influences and make informed decisions regarding health and wellbeing.

PATHWAYS

Careers in health such as counsellor, social worker, psychologist, educator, yoga instructor, doctor, allied health.

SUBJECTS

There is no re-requisite for Stage 2 Health and Wellbeing.

TOPICS

- Health Literacy: students develop the skills to research, understand and comprehend different sources of information.
- Health Determinants: students develop an understanding of environmental, socio-economic, belief, physiological, safety, biomedical, physical, psychological, spiritual, religious factors on health and wellbeing.
- Social Equity: integral to understanding health and wellbeing, it is the recognition and valuing fair and just promotion of health and wellbeing, without considering age, gender, sexuality, disability, location, culture or socio-economic status.
- Health Promotion: humans have the right to health and wellbeing for quality of life.

ASSESSMENT

Initiative (40%)

- Undertaken as 2 tasks, 1 of which needs to be collaborative. Topics may include planning and hosting a health and wellbeing forum, tracking and reflecting on a health and wellbeing smart phone app, volunteering with a local community group. Evidence must be presented. Maximum 1500 words or equivalent.

Folio (20%)

- Undertaken as 2 tasks. Topics may include creating a platform for change, analysis of a current health and wellbeing issue, analysis of a case study or scenario, assessing preventative health strategies, assessing school or government policies. Evidence must be presented. Maximum 1000 words or equivalent.

External Inquiry (30%)

- Inquiry – students choose a topic in an area of interest in health and wellbeing. Maximum 2000 words.

HUMANITIES AND SOCIAL SCIENCE

MODERN HISTORY

LENGTH 2 semesters

CREDITS 20

OVERVIEW

In this subject, students investigate how different events and movements from 1750 onwards influenced the world at the time and its impact on our society today.

PATHWAYS

Career paths include: gallery or museum curation, conservation consultancy, historical and social research, education, government/policy consultancy.

TOPICS

- Germany, America or Australia's roles in both World Wars and how it impacts their national development.
- Australia's relationship with Asia and the South Pacific Region- such as their role in the Vietnam War or the Cambodian Genocide (Khmer Rouge)
- The United Nations and the global community- understanding how the United Nations came to be and how their interventions in crises have impacted the world.

ASSESSMENT

Historical Skills (50%)

- This is comprised of 5 tasks, which may include source analysis tasks, exams, research essays, presentations and empathetic responses. Total of 5000 words or equivalent.

Historical Study (20%)

- A 2000 word essay on a research topic of the student's choice.

Exam (30%)

- 130 minute E-exam

ANCIENT STUDIES

LENGTH 2 semesters

CREDITS 20

OVERVIEW

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia-Australia, the Americas, Europe, and Western Asia, and the classical civilisations of Greece and Rome.

PATHWAYS

This course can lead to careers including Historian, Teaching, Museum Curating, Public Service, Clerical Work, Research, Journalism, Legal, Politics.

PRIOR KNOWLEDGE

It is recommended students study Stage 1 Ancient Studies to form background knowledge for Stage 2 Ancient Studies.

TOPICS

(Greek, Roman, Chinese, Indian or Assyrian)

- Daily Life
- Military Conflict
- Political Power and Authority
- Religion
- Literature (for example Homer's The Odyssey, Wu Cheng'en's Journey To The West (Monkey) Drama, Poetry (for example Sophocles' Oedipus or Shudraka's Little Clay Tart)

ASSESSMENTS

Four Skills and Applications Assessments (50%)

- for example interactive maps, virtual museums, creative writing, creating a computer game, essays -two of which must be under supervised conditions. Total of 4000 words or equivalent.

Two Connections Assessments (20%)

- for example connecting different classical and ancient societies, or classical or ancient and contemporary society. 2000 words or equivalent.

External Assessment: Inquiry (30%)

- 2000 words or equivalent

GEOGRAPHY

LENGTH 2 semesters

CREDITS 20

PATHWAYS

This course can lead to careers such as Town Planner, School Teacher, Market Researcher, Tourism Officer, Geographical Information Systems Officer, Environmental Consultant, Nature Conservation Officer.

PRIOR KNOWLEDGE

There are no prerequisites for this course. It is recommended students undertake study in Stage 1 Geography prior to this course.

TOPICS

- Environmental Change, including Climate Change and Ecosystems and Ecological Footprints
- Social and Economic Change, including Globalisation, Population Change and Transforming Global Inequality.

ASSESSMENT

Four Geographical Skills and Applications Assessments (40%)

- for example oral presentation, report, written response, designing a map, proposing action to an issue. Total of 4000 words or equivalent.

One Fieldwork Report (30%)

- Students undertake one fieldwork activity and report. 2000 words or equivalent.

One External Assessment Examination (30%)

- 130 minute E-exam

MEDIA STUDIES

LENGTH 2 semesters

CREDITS 20

OVERVIEW

In Media Studies students develop media literacy and production skills by critically observing media practices, critically analysing media texts and creating their own media products.

PATHWAYS

Careers in film, radio, advertising companies.

PRIOR KNOWLEDGE

Stage 1 Media Studies

TOPICS

Photojournalism, Documentaries, Cult Television/Film, Music and Media, The Internet, Television Genres, Community Media, Short Films, Advertising and Audiences, Globalisation and Media, Youth and Media, Children and Media, Media Ethics and Regulation, Cultural Diversity in Media

ASSESSMENT

School Assessments 70%

Folio (30%)

- 2-3x Media Exploration Studies: Students explore and reflect on an idea, question, issue or skill arising from the study of one of the topics outlined above. 1500 words or equivalent.
- Interaction Study: Students interact with media and analyse their interactions. 800 words or equivalent.

Product (40%)

- Students either individually or as a group, plan, produce and reflect on two media products and support each of these with a producer's statement.

External Investigation (30%)

- Independent investigation of a current media issue. The focus of the investigation is the cultural, political, or economic impact of media on contemporary society. 2000 words or equivalent.

SOCIETY & CULTURE

LENGTH 2 semesters

CREDITS 20

OVERVIEW

Students learn about how communities within Australia and internationally experience change. Students will study the role of significant events, people and ideas that are contributing to the recent changes that we have been witnessing in modern society.

TOPICS

During the year, students must study two out of the three groups of topics, as listed below:

Group 1 Topics:

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

Group 2 Topics:

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

Group 3 Topics: Global Issues

Globalisation
A Question of Rights*
People and Power*

**indicates topics most likely to be taught next year*

ASSESSMENT

School Assessment (70%)

- Assessment Type 1: Folio (50%) 3 tasks
- Assessment Type 2: Interaction (20%) 2 tasks

External Assessment (30%)

- Assessment Type 3: Investigation (30%).

MATHEMATICS

ESSENTIAL MATHS

LENGTH 2 semesters

CREDITS 20

OVERVIEW

Students apply their mathematics to diverse, real-world settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics.

PATHWAYS

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

TOPICS

The following 5 topics are covered over the year: Scales, Plans, and Models Business Applications Investments & Loans Statistics Measurement.

ASSESSMENT

The year consists of 7 school- assessed tasks usually comprised of three Investigations and four SATs, and an externally assessed exam.

Skills & Applications Tasks (30%)

- Test situation at the completion of the topic. 70-minute test.

Investigations (40%)

- Research task into one component of the topic. Maximum 8 pages or equivalent.

Exam (30%)

- 2-hour exam one the topics of Investments & Loans, Statistics, and Measurement.

GENERAL MATHS

LENGTH 2 semesters

CREDITS 20

OVERVIEW

This subject is designed as a middle level maths for those students who want the challenge of some level of mathematical rigour combined with practical and problem based everyday applications.

PREREQUISITES

Successful completion of either Maths Methods or General Maths at Stage 1 is a prerequisite to be able to undertake this subject.

TOPICS

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

ASSESSMENT

The year consists of 7 school-assessed tasks (comprised of two Investigations and five SATs), and an externally assessed exam.

School Assessment (total 70%)

- Mathematical Investigations (30%) 2 x folio tasks (12 pages maximum)
- Skills and Applications Tasks (40%) 5 x SATs (1 per topic) 70 mins each

External assessment (total 30%)

- 1 x 2 hr Examination

MATHEMATICAL METHODS

LENGTH 2 semesters

CREDITS 20

OVERVIEW

Mathematical Methods develops an increasingly complex understanding of calculus and statistics by using functions, their derivatives and integrals, and mathematical modelling.

PATHWAYS

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

TOPICS

The following six topics are covered throughout the year:

- Further differentiation and applications
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous random variables
- Sampling and confidence intervals

ASSESSMENT

The year consists of 7 school-assessed tasks usually comprised of six SATs and one Investigation, and an externally assessed exam.

Skills & Applications Tasks (50%)

- Test situation at the completion of each topic. 70-minute test.

Investigation (20%)

- Research task into one component of one topic. Maximum 15 pages or equivalent.

Exam (30%)

- 2-hour exam on all six topics covered.

SPECIALIST MATHEMATICS

LENGTH 2 Semesters

CREDITS 20

OVERVIEW

This subject will help to prepare students for tertiary studies in the mathematical sciences, engineering, computer science and physical sciences. This subject must be undertaken concurrently with Mathematical Methods.

OTHER INFORMATION

This subject must be undertaken concurrently with Stage 2 Mathematical Methods..

TOPICS

Covers six topics over the year:

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

(Topics 5 and 6 extend the study of Calculus begun in Mathematical Methods.)

ASSESSMENT

- Six Skills and Applications Tasks in the year covering all topics.
- Equivalent of one SAT must be undertaken without the use of a calculator or notes.
- One mathematical investigation of maximum 15 pages or equivalent multimodal.
- External examination on all topics (2 hours).

THE SCIENCES

Biology

LENGTH 2 Semesters

CREDITS 20

PREREQUISITES

Successful completion of Stage 1 Biology is highly recommended to be able to undertake this subject. Stage 2 Biology also compliments and pairs well with the other Sciences, Physics and Chemistry, with PE and with Agricultural Studies.

PATHWAYS

Careers such as medicine, research, dietetics, fitness, nursing, pharmacology, marine science, environmental science, agriculture, veterinary science, biotechnology, ecotourism, conservation, secondary school teaching and forensic science.

OVERVIEW

In this science subject students continue to build on their knowledge from Stage 1 Biology about living organisms, their place in, and impact on, the environment, their structure and how they function at the macromolecule, cell, organ and system level. Evolutionary theory, human population growth and its impact on biodiversity and conservation methods are also studied.

TOPICS

The following 4 topics are covered over the year:

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

ASSESSMENT

School assessment (70%)

- Assessment Type 1: Investigations Folio (30%) 2 x practical reports (one of which will be designed by the student themselves) 1 x SHE report based on an innovative technology or breakthrough within the Biology Field. All reports are 1500 words or a 10 min oral presentation each.
- Assessment Type 2: Skills and Applications Tasks (40%) 4x SAT's, one for each topic.

External assessment (30%)

- Assessment Type 3: 2 hour Examination

Biology

LENGTH 2 Semesters

CREDITS 20

PREREQUISITES

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External assessment (30%)

- Assessment Type 3: 2 hour Examination

CHEMISTRY

LENGTH 2 Semesters

CREDITS 20

OVERVIEW

In Chemistry, students develop and extend their understanding of the chemical structure of Earth's resources, the interaction between human activities and the environment, and the use that human beings make of the planet's resources.

PATHWAYS

Careers in agriculture such as agronomy or animal sciences, forensics, pharmacist, most medical pathways.

PREREQUISITES

Requires full year Stage 1 Chemistry as prerequisite, recommended for careers listed.

TOPICS

- Monitoring the environment– Global warming and climate change, photochemical smog, volumetric analysis, chromatography and atomic spectroscopy
- Managing chemical processes – Rate of reaction, equilibrium and yield, optimising production
- Organic and biological chemistry – Alcohols, aldehydes, ketones, carbohydrates, carboxylic acids, amines, esters, amides, triglycerides and proteins
- Managing Resources – Energy, water, soil and materials

ASSESSMENT

Investigations Folio (30%)

- Electrolytic Cells Design Practical Report – Maximum 1500 words or equivalent
- Science as a Human Endeavour Task – Maximum 1500 words or equivalent
- Titration Practical Report – Maximum 1500 words or equivalent
- Skills and Application Task (40%) Monitoring the Environment Test, Managing Chemical Processes Test, Organic and Biological Test, Managing Resources Test

Examination (30%)

- Application of science understanding from all topics of the year. Includes science in society and practical skills.

PHYSICS

LENGTH 2 semesters

CREDITS 20

OVERVIEW

In Physics, students use models, laws and theories to explain the natural world, to understand matter, forces, energy and the interaction between them. A large focus is on numbers, mathematical equations, graphing and calculations, so strong mathematical skills are recommended.

PATHWAYS

Careers in Engineering, Communications,
Radiography, Architecture, Construction,
Space Exploration.

SUBJECTS

Requires full year Stage 1 Physics as a prerequisite.

TOPICS

- Motion and Relativity– Projectile motion, drag forces, momentum, circular motion, gravitation and satellites, relativity
- Electricity and Magnetism – Electric and magnetic fields, motion of charged particles in electric and magnetic fields, electromagnetic induction
- Light and Atoms – Wave behaviour of light, wave-particle duality, structure of the atom, standard model

ASSESSMENT

Investigations Folio (30%)

- Drag Forces Design Practical Report – students use practical skills to deconstruct, design and undertake an investigation to explore a factor affecting drag. Maximum 1500 words or equivalent
- Science as a Human Endeavour Task – students research and report on a topic of their choice, linked to stage 2 content. They will link their focus to its role in society. Maximum 1500 words or equivalent
- Magnetic Flux Design Practical Report – students use practical skills to design and undertake an investigation to explore a factor affecting magnetic flux. Maximum 1500 words or equivalent.

Skills and Application Task (40%)

- Motion & Relativity Test – students will be applying their knowledge of concepts to calculations, drawings, explanations and analysis in both familiar and new contexts
- Electricity & Magnetism Test – students will be applying their knowledge of concepts to calculations, drawings, explanations and analysis in both familiar and new contexts
- Light & Atoms Test – students will be applying their knowledge of concepts to calculations, drawings, explanations and analysis in both familiar and new contexts
- Photoelectric Effect Practical Task – Students will collect practical data to use for calculations and analysis of the photoelectric effect

Examination (30%)

- Application of science understanding from all topics of the year. Includes science in society and practical skills

MY SUBJECT CHOICES

Subject	Credits
Total Credits	

