This will be the final year for students to complete the internationally recognised South Australian Certificate of Education (SACE). When choosing subjects it is important to consider the following - the courses at University or TAFE that you are interested in, the subjects you like and are good at, and your personal interests.

For SACE completion only at Year 12, students need to complete three Stage 2 subjects. If you are considering going to university then you will need to complete four Stage 2 subjects, so that you qualify for an Australian Tertiary Admission Rank (ATAR).

For students to gain their SACE they will need a minimum of 200 credits and complete the following compulsory subjects with a ‘C’ grade or better:

- Personal Learning Plan (10 credits - Year 10)
- English (20 credits - Year 11)
- Mathematics (10 credits - Year 11)
- Research Project (10 credits - Year 11).


Subjects:

Agricultural & Horticultural Principles
Biology
Business and Enterprise
Chemistry
Chinese Background Speakers
Creative Arts Film Making
Dance
Design & Technology Studies
Drama
English Communications
English Studies
English Pathways
English as a Second Language Studies
Food & Hospitality
French
Geography
Japanese
Mathematical Applications
Mathematical Studies
Modern History
Music
Outdoor Education
Physical Education
Physics
Psychology
Specialist Mathematics
Visual Arts Studies
Agricultural and Horticultural Principles

Credits: 20
Learning Area: Sciences

Subject Prerequisites: None but a pass in a Stage 1 Science subject is recommended.

Agricultural and Horticultural Principles focuses on the scientific and technological principles of agricultural and horticultural management, practice and production.

This subject provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries. Students investigate issues through topics related to animals, micro-organisms, soils, and crops.

The focus capabilities for this subject are communication and learning.

Content:
The course consists of the following:
• Agricultural animal principles
• Soil principles
• Crop principles
• Microbiology and food production principles

Assessment:

<table>
<thead>
<tr>
<th>School based assessment</th>
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<tbody>
<tr>
<td>Practical Skills</td>
<td>35%</td>
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<tr>
<td>Skills and Applications Tasks</td>
<td>35%</td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
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</tbody>
</table>

External assessment:

Investigation
The Investigation is a report of a maximum of 2000 words. Students design and conduct investigations based on questions related to agriculture and horticulture.

The Investigation is double marked, firstly by the student's teacher, and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to performance standards.

Performance standards
The Agriculture and Horticulture Subject Outline includes two sets of performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of each of the Agriculture and Horticulture subjects.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Biology

Credits: 20
Learning Area: Sciences

Content:
Students learn about the cellular structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, society, and the environment. Students design, conduct, and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

Stage 2 Biology is organised around the following four themes:
• Macromolecules
• Cells
• Organisms
• Ecosystems.

Each theme is divided into the following six threads:
• Organisation
• Selectivity
• Energy flow
• Perpetuation
• Evolution
• Human awareness.

The focus capabilities for this subject are communication and learning.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
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</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
<tr>
<td>External assessment</td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

External Assessment:

Examination (3 hours)
The examination consists of:
Multiple-choice questions
Short-answer questions
Extended response questions (two).

Questions will cover all themes and threads and also includes experimental skills.

The examination will be marked by external assessors with reference to performance standards.

Performance standards
The Biology Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject.

The school based assessments and the external assessment will be marked with reference to the performance standards.
**Business & Enterprise**

**Credits:** 20  
**Learning Area:** Business, Enterprise & Technology

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

The focus capabilities for this subject are communication, citizenship and learning.

**Content:**  
Students complete the study of the core topic and two option topics.

**Core Topic**  
The Business Environment  
- Business in Australia  
- The Nature and Structure of Business  
- The Business Enterprise

**Option Topics**  
Business and the Global Environment  
Business and Marketing

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

<table>
<thead>
<tr>
<th>School based assessment</th>
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<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
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<tr>
<td>Practical</td>
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<tr>
<td>Issues Study</td>
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<table>
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<tr>
<th>External assessment</th>
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</thead>
<tbody>
<tr>
<td>Report</td>
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</tbody>
</table>

The design of the school-based assessment component may be negotiated with students. Schools are required to use the external assessment type specified in this subject outline.

**External Assessment:**  
**Report**  
The report is up to a maximum of 2000 words in length and can be either;  
- a situation analysis that outlines the present state of an existing small- to medium-sized business, and that examines aspects such as market, competitors, staff, and business structure,  
- an enterprise report which involves the evaluation of a small business enterprise that the student has established themselves, and describes the business plan and other aspects associated with running the enterprise.

**Performance Standards**  
The Business and Enterprise Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

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**Chinese Background Speakers**

**Credits:** 20  
**Learning Area:** Languages

**Content:**  
Stage 2 Chinese at background speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and contemporary issues are intended to be covered across Stage 2.

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- interact with others to exchange and explain information, opinions, and ideas in Chinese  
- create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues  
- analyse, evaluate, and respond to texts that are in Chinese  
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.  
- The focus capabilities for this subject are communication and citizenship.

**Assessment:**  
The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at background speakers level:

<table>
<thead>
<tr>
<th>School based assessment</th>
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<tbody>
<tr>
<td>Assessment Type 1: Folio</td>
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<tr>
<td>Assessment Type 2: In-depth Study</td>
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<table>
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<tr>
<th>External assessment</th>
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<tbody>
<tr>
<td>Assessment Type 3: Examination</td>
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</tbody>
</table>

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio  
- one oral presentation in Chinese, one written response to the topic in Chinese, and one reflective response in English for the in-depth study  
- one oral examination  
- one written examination.

**External Assessment:**  
**Examination (3 hours)**  
The 3-hour written examination has three sections:

- Section 1: Listening and Responding  
- Section 2: Reading and Responding  
- Section 3: Writing in Chinese.

**Performance Standards**  
The Chinese Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.
Chemistry

Credits: 20
Learning Area: Sciences

Prerequisites: a good pass in both semesters of Stage 1 Chemistry.

Chemistry is organised so that each intended student learning is related to a key chemical idea or concept within five topics. Through the study of these key ideas and concepts students develop their chemistry investigation skills.

Content:
Topics:
Topic 1: Elemental and environmental chemistry
Topic 2: Analytical techniques
Topic 3: Using and controlling reactions
Topic 4: Organic and biological chemistry
Topic 5: Materials.

The focus capabilities for this subject are communication and learning

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

<table>
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<tr>
<th>School based assessment</th>
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<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
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<tr>
<td>Skills and Applications Tasks</td>
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<tr>
<th>External assessment</th>
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<tbody>
<tr>
<td>Examination</td>
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</table>

External assessment:
Examination (3 hours)
Students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the five topics and the investigation skills. Students are given a sheet containing a periodic table, standard SI prefixes, and a table showing the relative activities of a number of metals.

The examination will be marked by external assessors with reference to performance standards.

Performance standards
The Chemistry Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Creative Arts Film Making

Credits: 20
Learning Area: Arts

In Stage 2 Creative Arts Film Making, students explore beyond the core concepts specific to film making. These explorations include identification, knowledge, and understanding of applications for particular genres, styles, forms, conventions, and protocols that are recognisable within film making. As a result of their explorations, students develop detailed knowledge and more advanced use of language and terminology associated with film making.

Content:
Students provide evidence of their learning through five assessments, including the external assessment component. Students:
• develop and present two products
• undertake two investigations
• undertake one practical skills assessment.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
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</thead>
<tbody>
<tr>
<td>Product</td>
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<tr>
<td>Investigation</td>
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<table>
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<tr>
<th>External assessment</th>
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<tbody>
<tr>
<td>Practical Skills</td>
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</table>

Students develop and present two products. One product may be experimental and used to prepare for the other product, or the products may be unrelated and enable students to explore and develop different knowledge, skills, and understanding. Students also prepare and present a folio of evidence used to support the investigation, development, and production of product(s).

The folio of evidence should document the creative arts process, including:
• investigation
• development
• production
• reflection.

When involved in a collaborative creative arts product, students need to clearly identify and present their own contribution for assessment.

The folio of evidence may be presented in written, oral, or multimodal form. And should be a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form, and in a maximum of twenty A3 pages.

Students undertake two investigations to a maximum of 1000 words each if written or a maximum of 6 minutes each for an oral presentation, or the equivalent in multimodal form; or one investigation to a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.

Students investigate an area in film making that is of interest to them, or that is closely connected to their product.
**Dance**  
**Credits:** 20  
**Learning Area:** Arts

**Subject Prerequisites:**  
Experience and prior tuition in Dance is a necessity. Selection is by audition and interview.

Through the study of Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement.

Students study technique, composition, choreography, performance, and critical analysis. Through the analysis of dance theatre performance students learn about the choreography of local and international dance artists. They have the opportunity to explore a range of global dance traditions, influences, and perspectives.

The focus capabilities for this subject are communication, citizenship, and learning.

**Content:**  
Dance consists of three areas of study:  
- Skills development (choreography and technique with folio)  
- Dance perspectives  
- Group production

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

<table>
<thead>
<tr>
<th>School based assessment</th>
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<tbody>
<tr>
<td>Practical Skills</td>
<td>50%</td>
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<tr>
<td>Written Response</td>
<td>20%</td>
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<tr>
<th>External assessment</th>
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<tbody>
<tr>
<td>Performance</td>
<td>30%</td>
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</table>

**External assessment:**  
**Performance**  
Students are assessed on a dance performance, or an off-stage role, which could include, for example, choreographer, publicity and promotion, stage manager, stage crew, lighting designer, costumer and make-up, sound technician.

Performers are assessed on performance in a group production, with time on stage of approximately 15 minutes. All students must be seen in a solo, duo, or trio capacity for at least one minute consecutively. This may occur within group choreography.

Students being assessed in an off-stage role must conduct a 10 to 15 minute presentation following the performance.

The group production will be marked by external assessors with reference to the performance standards.

**Performance standards**  
The Dance Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

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**Design & Technology Studies**  
**Credits:** 20  
**Learning Area:** Business, Enterprise & Technology

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product.

They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. The focus capabilities for this subject are personal development, work, and learning.

**Content:**  
Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood, composites, ceramics, textiles, and foods.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
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</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
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<tr>
<th>External assessment</th>
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<tbody>
<tr>
<td>Folio</td>
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</table>

**External assessment:**  
**Folio**  
Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system. The Folio consists of two parts:  
Part 1: Product design (documentation and analysis)  
Part 2: Product Evaluation

Product Design (Documentation and Analysis)  
Students document investigation and planning skills, when documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

Product Evaluation  
Students provide a maximum of 12 pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

The Folio is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Folio with reference to performance standards. A copy of all student assessments must be kept at the school for moderation purposes.

**Performance standards**  
The Design and Technology Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.
Drama

Credits: 20
Learning Area: Arts

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

The focus capabilities for this subject are communication, citizenship, personal development and learning.

Content:
A teaching and learning program is developed based on the four following areas of study:
Group analysis and creative interpretation
Review and reflection
Interpretative study
Presentation of dramatic works.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
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</thead>
<tbody>
<tr>
<td>Group Presentation</td>
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<tr>
<td>Folio</td>
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<tr>
<td>Interpretative Study</td>
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<tbody>
<tr>
<td>Performance</td>
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</table>

Students undertake:
- one group presentation
- one report and two reviews for the folio
- one interpretative study
- one performance or one presentation.

Supporting evidence for the school-based assessment component from, for example, performances, presentations, oral presentations, staged readings, round table presentations, workshops or discussions, should be recorded on DVD to provide evidence for the moderation purposes.

External assessment
Students are involved in either:
- a group performance or presentation, or
- an individual performance or presentation.

Group performance or Related off-stage presentation
Each student is assessed on either a focused performance (on-stage role) or a presentation (off-stage role). On-stage performers should present a focused performance of between 10 and 15 minutes. Students who work off-stage should spend a maximum of 15 minutes presenting evidence relevant to their specific off-stage role.

Students must not duplicate work undertaken in other areas of the subject. However, the work may be an extension of the ideas, genres, styles and/or influences explored in the other assessment types.

Student’s involvement in the group performance or presentation may be in one or more of the following areas: acting, design (set, costume, make-up, lighting, sound, publicity and promotions), dramaturgy, front-of-house, multimedia/film and video, stage management.

Or

Individual performance or presentation
Students present a performance or presentation of a maximum of 15 minutes, in whatever practitioner role they have chosen, which demonstrates their application of the knowledge and skills they have acquired through their area of study.

The focus of performance or presentation could take inspiration from a range of influences such as a poem, novel, song, piece of music, ritual, play text, genre, or style of theatre or from dramatic practitioner(s). Students are encouraged to consider ways of making their performance or presentation dramatic in nature. The performance or presentation can take many forms including audio, songs, music, pod casts, film/video, live performance, Power Point presentation, photographs, sketches, diagrams, displays, staged readings, collages, DVDs, CD-ROMS, written formats or a combination of these formats. The presentation will include an analysis and discussion of the process the student has undergone to reach the outcome.

Students may use any medium (or combination of media) in their presentation. Students should ensure that their project sits firmly within the scope of the dramatic arts and does not overlap with other areas such as dance, music, or art.

Student’s involvement in the individual performance or presentation may be in one or more of the following areas: acting, design (set, costume, make-up, lighting, sound, publicity and promotions), dramaturgy, front-of-house, multimedia/film and video, stage management, scriptwriting or directing.

Performance standards
The Drama Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.
English Communications

Credits: 20
Learning Area: English

English Communications focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE. The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content:
Students undertake tasks within the following:
Text Study, Text Production Study

Communication Study (consists of two parts)
1. Analysis and comparison of one of the following categories of communication: Mass-media communication, Personal communication, Business communication, Advertising.

Computer-mediated communication
2. Completion of a practical application involving the development of a product, reflection on the process of development, and the findings reached by the student. Students select one of the following applications:
Film-making, Interacting, Multimedia web authoring, Investigating, Laguage, Oral language, Workplace writing, Writing for publication.

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

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<tr>
<th>School based assessment</th>
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<tbody>
<tr>
<td>Text Analysis</td>
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<tr>
<td>Text Production</td>
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<tr>
<td>Communication Study</td>
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<table>
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<tr>
<th>External assessment</th>
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</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
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</table>

Information on the external assessment:
Students complete a folio containing work from both:
Part 1: Response to an example of communication
Students write a commentary on an example of communication. This could be a short story, novel, poem, or film; or a text used to communicate an idea or information such as a transcript of a speech, or a letter.
Part 2: Text production with writer's statement
Students compose a piece of written text and a writer's statement that outlines their intentions and reflection of the process used to produce it. The text production piece can be creative (e.g. a narrative or expository piece) or functional (e.g. writing for a technical journal).

The total length of the writing in the Folio is up to a maximum of 2000 words. The folio is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the folio with reference to the performance standards.

Performance standards:
The English Communications Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

English Studies

Credits: 20
Learning Area: English

English focuses on the development of English skills, strategies, knowledge and understandings, for a variety of purposes. In English Studies, students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments. Students who gain a 'C' grade or better in this subject can count the credits towards the literacy requirement of the SACE.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Students undertake tasks within the following:

Text Study:
The text study comprises four shared studies and an individual study. Shared Studies consist of a:
• study of two single texts
• study of paired texts
• study of poetry
• critical reading study of short texts.

Among the texts chosen for the four shared studies there must be:
• one film text
• at least one extended prose text
• at least one written drama text
• at least 1000 lines of poetry
• a range of short texts for the critical reading study.

Individual study (consists of two parts)
• critical essay
• collection of supporting material

The individual study provides scope for the development of student interest outside the texts studied as a class. It is undertaken independently.

Text production study:
Students compose texts, both written and oral covering a range of text types. They should be given the opportunity to explore a range of forms (e.g. narrative, persuasive, expository, and descriptive) to enable them to model their own text production.

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

<table>
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<tr>
<th>School based assessment</th>
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<tbody>
<tr>
<td>Shared Studies</td>
<td>30%</td>
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<tr>
<td>Individual Study</td>
<td>20%</td>
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<tr>
<td>Text Production</td>
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<table>
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<tr>
<th>External assessment</th>
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</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
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</table>

External Assessment:
Examination (3 hours)
The examination is divided into three sections. Students must choose one question from each section.
Section A contains questions on the study of two single texts or the study of paired texts or the study of poetry.
Section B contains a range of questions that focus on texts not included in Section A.
Section C contains questions based on the critical reading of one or more unseen short texts.
The examination will be marked by external assessors with reference to the performance standards.

**Performance standards:**
The English Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.
The school-based assessments and the external assessment will be marked with reference to the performance standards.

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**English Pathways**

**Credits:** 20
**Learning Area:** English

In designing an appropriate Stage 2 English Pathways program it is important to consider what students know and understand about the use of spoken and written language. It is also necessary to consider the students’ aspirations. Students have acquired knowledge and understanding both at school and in vocational, cultural, social, and/or personal contexts. In planning a teaching and learning program, teachers negotiate with students to support their achievement of goals that may extend beyond the end of secondary schooling.

Students should read, respond to, and produce texts. Decisions about the content of the teaching and learning program should centre on the ways in which students, individually or in groups, use language to establish and maintain effective connections and interactions with people in different contexts. Students may focus on a single context or a range of contexts for different parts of the program. A context may be in a local or virtual setting, and may have national or global connections.

Students undertake the following tasks:
- Reading and responding to texts study
- Text production study
- Language study

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Analysis</td>
<td>30%</td>
</tr>
<tr>
<td>Text Production</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

Teachers design a set of school assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students’ evidence of learning in the school assessment component.

Schools may either follow the assessment types recommended in the SACE subject outline for the school assessment component, or vary the names and details of either or both of the assessment types.

Schools are required to use the external assessment component specified in the SACE subject outline. It is recommended that students provide evidence of their learning through eight or nine assessments, including the external assessment component.

**Performance Standards:**
The English Pathways Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school based assessments and the external assessment will be marked with reference to the performance standards.
English as a Second Language
Credits: 20
Learning Area: English

Students examine and analyse texts that they use and respond to in an English-speaking environment for social and academic purposes. They work independently and collaboratively, to solve problems by using contextual clues to predict and confirm the meaning of a text. They learn when and how to use a strategy such as asking questions to monitor their understanding of texts.

The focus capabilities for these subjects are communication, citizenship, personal development, work and learning.

Students undertake tasks within the following areas of study: Issue analysis, Investigative study, Text study, Listening comprehensions, Text production and Letter writing.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
<tr>
<td><strong>External assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Food & Hospitality
Credits: 20
Learning Area: Health & Physical Education

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

The focus capabilities for this subject are communication, learning or work.

Content:
Students study topics within the following five areas of study:
- Contemporary and future issues
- Economic and environmental influences
- Political and legal influences
- Sociocultural influences
- Technological influences.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activity</td>
<td>50%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

**External assessment:**
**Examination (3 hours)**
Students complete an examination divided into two sections:
- Section 1: Listening Comprehension
- Section 2: Written Paper consisting of an essay based on provided texts and a letter, details below.

**Section 1: Listening Comprehension**
The listening comprehension section takes approximately one hour, and is divided into two parts. In both parts students listen and respond to recorded texts. Texts are drawn from a range of oral text types such as discussions, interviews, and broadcasts. The questions in the first part require understanding of the text. The questions in the second part require understanding and interpretation of the text.

**Section 2: Written Paper**
The written paper is in two parts: Part A and Part B. The balance of time (after approximately one hour for the listening comprehension) is spent on the written paper.
Part A — students read and interpret related texts, which could contain information, opinions, and experiences, and information in the form of graphs, diagrams, or pictures. Students use the information and opinions in the texts to produce an extended written response of approximately 500 words.
Part B — students write a formal letter of approximately 200 words in response to a short written or visual text.
The examination will be marked by external assessors with reference to the performance standards.

**Performance standards**
The English as a Second Language Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.
French
Credits: 20
Learning Area: Languages

In French students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. Stage 2 French at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:
• The individual
• The French-speaking communities
• The changing world.

The focus capabilities for this subject are communication and citizenship.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>In-depth Study</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Geography
Credits: 20
Learning Area: Humanities and Social Sciences

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

The focus capabilities for this subject are citizenship, learning and work.

Content:
Stage 2 Geography consists of:
a compulsory core topic and two option topics.

The core topic: Population, resources, and development
Students are introduced to the processes involved in population change and become aware of the impacts of population and resource use on the environment.

The option topics are assessed through an Independent field study and a Geographic enquiry.

Option topics
Students must complete an Independent Field Study and a Geographical Inquiry related to two of the following options topics
Urbanisation, Rural places, Tourism, Sources and use of energy, Coasts, Biodiversity, Climate change, Soils, Environmental hazards, Globalisation, Drylands or a negotiated topic.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork</td>
<td>25%</td>
</tr>
<tr>
<td>Inquiry</td>
<td>20%</td>
</tr>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

The examinations will be marked by external assessors with reference to performance standards.

Performance standards
The French Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school based assessments and the external assessment will be marked with reference to the performance standards.
**Japanese**

**Credits:** 20  
**Learning Area:** Languages  
This subject will be offered through the School of Languages.

In Japanese students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. Stage 2 Japanese at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

**Themes:**  
- The individual  
- The Japanese-speaking communities  
- The changing world.

The focus capabilities for this subject are communication and citizenship.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>In-depth Study</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
</tbody>
</table>

The examination consists of:  
Oral examination  
Written examination

**Written examination (3 hours)**  
The written examination has three sections:  
Section 1: Listening and Responding  
Section 2: Reading and Responding  
Section 3: Writing in Japanese.

The examinations will be marked by external assessors with reference to performance standards.

**Performance standards**  
The Japanese Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

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**Mathematical Applications**

**Credits:** 20  
**Learning Area:** Mathematics  
Mathematical Applications enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts.

Mathematical Applications allows students to achieve the numeracy requirement of the SACE. Students who achieve a 'C' grade or better in this subject meet the compulsory 10 credit numeracy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

**Content:**  
Students study the four topics listed below  
Topic 1: Share investments  
Topic 2: Optimisation  
Topic 3: Investment and loans  
Topic 4: Statistics and working with data.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

**External assessment: Examinations**  
Examinations (1.5 hours per paper) are set by the SACE Board and conducted at the end of each semester. The examinations are externally marked with reference to performance standards.

**Performance standards**  
The Mathematical Applications Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject. The school-based assessments and the external assessment are marked with reference to the performance standards.
Mathematical Studies

Credits: 20
Learning Area: Mathematics

Mathematical Studies enables students to explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology. Mathematical Studies allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content:
Mathematical Studies consists of three topics:
Topic 1: Working with statistics
Topic 2: Working with functions and graphs using calculus
Topic 3: Working with linear equations and matrices.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>45%</td>
</tr>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
</tr>
</tbody>
</table>

External assessment:
Examination (3 hours)
The Examination is set by the SACE Board and conducted at the end of the academic year. The examination is externally marked with reference to performance standards.

The examination will be marked by external assessors with reference to the performance standards.

Performance standards
The Mathematical Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school based assessments and the external assessment are marked with reference to the performance standards.

Modern History

Credits: 20
Learning Area: Humanities and Social Sciences

Content:
Students research and review sources within a framework of inquiry and critical analysis, and make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena since c.1500 students gain an insight into human nature and the ways in which individuals and societies function.

Students study:
one topic from a choice of six thematic studies one topic from a choice of five studies an individual history essay.

Thematic Study
Topics:
Apartheid in South Africa and the Iranian Revolution

Individual History Essay
Students choose a key area for inquiry from one of eleven topics.

The focus capabilities for this subject are communication, citizenship, personal development, learning and work

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Follo</td>
<td>50%</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
</tr>
</tbody>
</table>

External Assessment:
Examination (3 hours)
The examination consists of three parts:
Part 1: Thematic Study
Part 2: Depth Study
Part 3: Sources Analysis

The examination will be marked by external assessors with reference to the performance standards.

Performance Standards
The History Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.
Stage 2 Music must be studied as a 10, 20, 30 or maximum 40 credit subject by taking the following units.

- Composing and Arranging
- Musicianship
- Ensemble Performance
- Music Individual Study
- Music Technology
- Solo Performance

### Composing and Arranging

The following two areas of study must be covered in this 10 credit subject:
- Folio of Minor Works
- Major Work

#### Assessment:

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th>External assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of Minor Works</td>
<td>Major Work</td>
</tr>
<tr>
<td>70%</td>
<td>30%</td>
</tr>
</tbody>
</table>

#### External assessment:

**Major Work**

Students complete a work for any medium or ensemble with a minimum of three parts (e.g., melody, bass, accompanying melody/figures) with an analysis. The assessment component consists of two parts:

- Part 1: Major Work - Composition or Arrangement
- Part 2: Analysis of the Major Work.

Part 1: Major Work - Composition or Arrangement

The composition/arrangement must be the work of the student. Computer-generated instrumental/vocal parts or pre-existing midi, etc., must not be included. Synthesised sounds may be used in the recording of student's works if instruments are not available.

Students submit a score and recording of the work. A printed or recorded copy of the original music/melody must be included for every theme used in an arrangement.

Part 2: Analysis of the Major Work

Students present an oral or written analysis of their major work. An oral analysis may be up to a maximum of five minutes (not including musical examples) and should be supported by backup work. A written analysis may be up to a maximum of 750 words (not including musical examples) and may include complete sentences, dot points, diagrams, and notated musical examples.

The Major Work is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Major Work with reference to performance standards.

### Musicianship

Musicianship is designed to be undertaken as a 10 credit subject. The following three areas of study must be covered: Theory, Aural recognition, and Musical techniques, Harmony and arrangement.

### Music

**Credits:** 20

**Learning Area:** Arts

### Assessment:

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th>External assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Development</td>
<td>Examination</td>
</tr>
<tr>
<td>Arrangement</td>
<td></td>
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<tr>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

#### External assessment:

**Examination (1½ hour)**

Students undertake an examination, which is divided into two parts:

- Part 1: Theory, Aural recognition, and Musical techniques
- Part 2: Harmony

Part 1 consists of multiple-choice and short-answer questions on aspects of rhythm, pitch, and musical techniques. It draws on the aspects of music outlined in the 'Theory, Aural Recognition, and Musical Techniques' section of the content. Students have approximately 1 hour to complete Part 1.

Part 2 consists of one harmonisation question. Students can undertake the harmonisation question for Option A, Option B, or Option C. Students have approximately 45 minutes to complete Part 2.

The examination is marked by external assessors with reference to performance standards.

### Ensemble Performance

This 10 credit subject develops student's skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

#### Content:

Students who study Ensemble Performance and/or Performance Special Study and/or Solo Performance may perform on the same instrument in all subjects.

In general, students participate in one of the following throughout the subject:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir, vocal ensemble, or with a solo performer (as an accompanist)
- A performing arts production (as a singer or an instrumentalist).

#### Assessment:

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th>External assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>Final Performance</td>
</tr>
<tr>
<td>Second Performance</td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

#### External assessment:

**Final Performance**

Students perform in the ensemble in a practical examination, comprising one public summative performance of 10 to 12 minutes, either live or filmed. Students are required to perform, individually, selections from their parts in the final performance.
Music Individual Study

This 10 credit subject allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study, or recreation. The ability to work independently is essential.

Content:

Students negotiate and plan with their teacher a topic they have chosen for their individual study. A proposal that includes a brief outline of the scope of the topic and the proposed format of the final product must be submitted to the SACE Board for approval. Suggested topics include:

- Tutoring – allows students to share with others their high level of technical skill and/or musical knowledge.
- Community – allows students to investigate and experience the social, political, and/or cultural aspects of music in the community.
- Musical instrument – allows students to build or restore a musical instrument.
- Music and cultures – allows students to demonstrate their understanding of music in its diverse cultural contexts.
- Music industry – allows students to gain experience in the music industry. Work experience in the industry, to extend the student's musical skills and/or understanding, is recommended where possible.

Assessment:

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Product</td>
<td>40%</td>
</tr>
</tbody>
</table>

External assessment:

Report

Students present a report of their completed individual study in two parts.

Part 1: Documentation of Skills

Documentation of the skills developed in the study could take the form of photographs of the product at various stages of production, audiovisual evidence, written text, narration, web pages sketches and/or diagrams. Written documentation should be up to a maximum of 500 words.

Part 2: Evaluation

Students present a written or spoken personal reflection about their individual study. The final evaluation should be up to a maximum of 500 words.

The Project Report is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Project Report with reference to performance standards.

Music Technology

This 10 credit subject is designed to develop student's skills in, and knowledge of, music technology.

Content:

Students study a selection of the following topics including at least one of the three option topics.

Suggested Topics:
- Acoustics
- The Mixing Console
- Microphones
- Digital Audio Basics
- Signal Processing
- Aural Analysis
- Suggested Option Topics
- MIDI
- The Recording Process
- Loops and Waves
- Unlisted Process

Assessment:

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of Minor Projects</td>
<td>70%</td>
</tr>
<tr>
<td>Major Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

External assessment:

Major Project with Commentary

This assessment type consists of two parts:

- Part 1: Major Project
- Part 2: Commentary.

Part 1: Major Project

The focus of the major project is on the use of technology as a tool for recording, assembling, and producing music. Each student submits one major project. Each project must:

- be up to a maximum of five minutes long
- not include pre-existing live recordings
- not include pre-existing MIDI files
- not include pre-existing extended wave loops
- be completed during current study of this project
- be submitted on audio CD.

Students choose one of the following three options as the basis for their major project:

- an analogue recording or a digital recording
- a MIDI sequenced piece
- a digital recording with sequenced components.

Part 2: Commentary

Students present their teacher with a commentary on their completed major project — up to a maximum of 1200 words for a written commentary or a maximum of seven minutes for an oral commentary. The commentary should be supported by backup work.

The Major Project with Commentary is marked by external assessors with reference to performance standards.

Stage 2 Solo Performance

This 10 credit subject develops student's skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Students who study Ensemble Performance and/or Performance Special Study and/or Solo Performance may perform on the same instrument in all subjects.

Content:

Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. The performance of a vocalist who accompanies himself or herself may include solo parts from each. Students may also perform with recognised doublings, such as piccolo and flute, tenor saxophone and alto saxophone, flute and saxophone, electric guitar and acoustic guitar. Students must present their program on an instrument chosen from the following list:

- Flute
- Recorder
- Oboe
- Clarinet
- Indigenous Australian Instruments
- Traditional instruments (bagpipes)
- Violin
- Viola

- Loops and Waves
- Signal Processing
- Aural Analysis
- Suggested Option Topics
- MIDI
- The Recording Process
- Digital Audio Basics
- Unlisted Process

Assessment:

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of Minor Projects</td>
<td>70%</td>
</tr>
<tr>
<td>Major Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

External assessment:

Major Project with Commentary

This assessment type consists of two parts:

- Part 1: Major Project
- Part 2: Commentary.

Part 1: Major Project

The focus of the major project is on the use of technology as a tool for recording, assembling, and producing music. Each student submits one major project. Each project must:

- be up to a maximum of five minutes long
- not include pre-existing live recordings
- not include pre-existing MIDI files
- not include pre-existing extended wave loops
- be completed during current study of this project
- be submitted on audio CD.

Students choose one of the following three options as the basis for their major project:

- an analogue recording or a digital recording
- a MIDI sequenced piece
- a digital recording with sequenced components.

Part 2: Commentary

Students present their teacher with a commentary on their completed major project — up to a maximum of 1200 words for a written commentary or a maximum of seven minutes for an oral commentary. The commentary should be supported by backup work.

The Major Project with Commentary is marked by external assessors with reference to performance standards.
Bassoon  Cello  
E flat alto saxophone  Double bass  
B flat tenor saxophone  Harp  
Horn in F  Voice  
E flat tenor horn  Piano  
Trumpet  Harpsichord  
Cornet  Pipe organ  
Trombone  Electric keyboard (e.g. clavinova)  
Euphonium  Classical guitar  
Baritone  Tuba  
Electric bass  Percussion  
Guitar (steel string, acoustic or electric).  

Students prepare and present public performances.  

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>30%</td>
</tr>
<tr>
<td>Second Performance</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Performance</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Outdoor Education**  
**Credits:** 20  
**Learning Area:** Health & Physical Education  

Students undertake three 3-day journeys in different activities over the year. The final journey involves lightweight travelling under indirect supervision and, as far as possible, is planned, organised, and conducted by the students themselves. The role of the teacher is to ensure safety, to observe, and to assess students through performance checklists.  

The focus capabilities for this subject are communication, citizenship and personal development.  

**Content:**  
The subject consists of the following six topics:  
- Environmental studies  
- Planning and management practices  
- Outdoor journeys  
- Sustainable environmental practices  
- Leadership and planning  
- Self-reliant expedition.  

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Group Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Practical</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

The Music Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject. The school based assessments and the external assessment will be marked with reference to the performance standards.  

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Group Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Practical</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

The Outdoor Education Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject. The school based assessments and the external assessment will be marked with reference to the performance standards.
### Physical Education

**Credits:** 20  
**Learning Area:** Health & Physical Education

**Content:**  
Physical Education consists of two key areas of study and related key concepts: Practical skills and applications and Principles and issues.

The focus capabilities for this subject are communication, learning and personal development.

**Practical skills and applications**  
Students complete three practicals: Volleyball, Badminton and Kayaking.

**Principles and issues**  
Topics include:
- Exercise physiology and physical activity  
- The sources of energy affecting physical performance  
- The effects of training and evaluation on physical performance  
- The specific physiological factors affecting performance  
- The acquisition of skills and the biomechanics of movement  
- Skill acquisition  
- Specific factors affecting learning  
- The effects of psychology of learning on the performance of physical skills  
- The ways in which biomechanics improve skilled performance.

**Issues Analysis**  
Students analyse and interpret their findings from investigating a chosen issue. Topics include, for example:
- Commercialism  
- Culture/race relations  
- Equity  
- Gender  
- Media  
- Professionalism  
- Sport in the Australian context  
- The paralympics  
- The science of drugs  
- Technology

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>50%</td>
</tr>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Performance standards**  
The Physical Education Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school based assessments and the external assessment will be marked with reference to the performance standards.

### Physics

**Credits:** 20  
**Learning Area:** Sciences

The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

The focus capabilities for this subject are communication and learning.

**Content:**  
Physics is organised into four sections. Each section is divided into four topics and each topic includes an application.

<table>
<thead>
<tr>
<th>Section</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion in Two dimensions</td>
<td>Projectile motion, Uniform circular motion, Gravitation and satellites, Momentum in two dimensions</td>
</tr>
<tr>
<td>Electricity and magnetism</td>
<td>Electric fields, The motion of charged particles in electric fields, Magnetic fields, The motion of charged particles in magnetic fields</td>
</tr>
<tr>
<td>Light and matter</td>
<td>Electromagnetic waves, Interference of light, Photons, The wave behaviour of particles.</td>
</tr>
<tr>
<td>Atoms and nuclei</td>
<td>The structure of the atom, The structure of the nucleus, Radioactivity, Nuclear fission and fusion.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Performance standards**  
The Physics Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school based assessments and the external assessment will be marked with reference to the performance standards.
Psychology
Credits: 20
Learning Area: Sciences

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The focus capabilities for this subject are communication and learning.

Content:
Topics:
• Introduction to psychology (compulsory)
• Social cognition
• Learning
• Personality
• Psychobiology of altered states of awareness
• Healthy minds.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>40%</td>
</tr>
<tr>
<td><strong>External assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

External assessment:
Examination (2 hours)
The examination consists of short-answer and extended-response questions.

The examination will be marked by external assessors with reference to performance standards.

Performance standards
The Psychology Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school based assessments and the external assessment will be marked with reference to the performance standards.

Specialist Mathematics
Credits: 20
Learning Area: Mathematics

Subject Prerequisites:
Students must also be enrolled in, or have completed, Stage 2 Mathematical Studies.

Specialist Mathematics enables students to gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content:
Specialist Mathematics consists of five topics:
Topic 1: Trigonometric preliminaries
Topic 2: Polynomials and complex numbers
Topic 3: Vectors and geometry
Topic 4: Calculus
Topic 5: Differential equations.

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

<table>
<thead>
<tr>
<th>School based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>45%</td>
</tr>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
<tr>
<td><strong>External assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

External assessment:
Examination (3 hours)
The Examination is set by the SACE Board and conducted at the end of the academic year.
The examination is externally marked with reference to performance standards.

Performance Standards
The Specialist Mathematics Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school based assessments and the external assessment are marked with reference to the performance standards.
Visual Arts Studies
Credits: 20
Learning Area: Arts

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

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

The focus capabilities for this subject are communication and personal development.

Students can enrol in Visual Arts – Art or Visual Arts – Design.

Content:
For either Art or Design, the following three areas of study are covered:
• Visual thinking
• Practical resolution
• Visual arts in context.

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

| School based assessment | | | |
|-------------------------|----------------|----------------|
| Folio                   | 40%            | Practical      |
|                         | 30%            | Visual Study   | 30% |

A copy of the student’s school-based assessments must be kept at the school for moderation purposes.

External assessment
Visual Study
A Visual Study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

Students are to provide an A3 folio or CD or DVD with photographs of their visual explorations. Audiovisual electronic format may be necessary if the study idea is a practical application in three dimensions, for example, model making, sculpture, installation, performance, or body art. The A3 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions.

Students submit no more than twenty A3 pages (or equivalent) of Visual Study, integrated with no more than 2000 words or 12 minutes of recorded oral explanation.

The Visual Study is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Visual Study with reference to performance standards.

Performance standards
The Visual Arts Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

Vocational Education Training - VET
Credits: Vary

A range of vocational programs offered by TAFE or Registered Training Organisations may be taken in consultation with the Director of Teaching and Learning and VET Coordinator.

Typically students would spend one day a week off campus in a training environment.

Examples of courses that are offered include:
Certificate 1 - Automotive 5 to 25 credits at Stage 1
Certificate II - Community Services 10 credits
Certificate II - Creative Industries up to 25 credits at Stage 1
Certificate II - Automotive up to 55 credits at Stage 1

Assessment:
Competency based assessment consistent with vocational education and training guidelines.
University courses

SACE recognition of university studies means that you can go to University during Year 12 and have it count towards your SACE and ATAR. These types of programs offer high-achieving senior secondary students the opportunity to:

- experience University life
- explore a particular subject area in greater depth
- be challenged
- study more independently an extended range of subject options
- complete a topic/s for which they may gain credit within their University degree

The university programs are open to Year 12 students from all schools in South Australia. However it will suit students who have the maturity to adjust to a University learning environment. University study demands more independent learning through a student’s own reading, research, online work and writing.

Participation in the program requires considerable commitment and it is recommended that students seek guidance from their support network, including school and family, to ensure that they are able to manage all existing responsibilities, such as sport and work, while completing Year 12 studies successfully.

Adelaide University offers a variety of subjects through their Headstart program in the Faculties of Commerce, Computer Science, Economics, Humanities and Social Sciences, Mathematics, Psychology and the Sciences.

If you are interested please have a look at their website http://www.adelaide.edu.au/headstart/

Flinders University offers a variety of courses through the Extension Studies program. The list of topics for 2013 are listed on their below:

http://www.flinders.edu.au/future-students/schools/extension-studies/topics.cfm

For the purpose of calculating an ATAR, the SACE Board has determined that University grades will be converted in the following way:

Adelaide University

High Distinction = 20.0, Distinction = 19.8, Credit = 18.0 and Pass = 15.8

Flinders University

High Distinction = 20.0, Distinction = 19.6, Credit = 18.0 and Pass = 15.8

Adelaide University enrolments close in February 2014 and Flinders University need to know by December 2013. If you are interested in looking at courses for 2014 then please see the Director of Teaching & Learning for more information.