Thomas More College
Subject Information Handbook
for Stage 2 in 2019
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INTRODUCTION

The process of selecting subjects can be challenging. This Subject Information Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways. It is intended to be used in conjunction with the subject selection process which occurs at home and at the College.

Students will begin the process of subject selection in Term 3. The process involves attendance at the SACE & Future Pathways Information Evening, student information assemblies, online subject selection, and course counselling involving parents, students and staff.

Thomas More College students will study one of two pathways:

- SACE only
- SACE and ATAR – Australian Tertiary Admission Rank

This pathway determines which subjects are available to students to select. All students are expected to successfully achieve their SACE.

There is a great deal of information to take into consideration. Student and parents should engage with their current and previous Teachers, Wellbeing Teachers, Year Level Coordinators, and Learning Area Coordinators to identify strengths and challenges which can assist in making choices. The Director of Student Pathways and the Assistant Principals can also provide further career options relevant to particular disciplines and subjects in this book. The staff at Thomas More College are dedicated to supporting you through this very important decision making process and we encourage you to take advantage of the considerable support available.

Best wishes in making considered and informed decisions.

WHAT IS THE SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification designed to provide a range of options for students who want a more direct path into the workforce or further training and study.

The SACE remains the main credential for entry into university and further education. Students wanting to gain entry to university will still need to complete the correct combination of subjects required for an Australian Tertiary Admission Rank (ATAR) and any pre-requisite subjects stipulated by the university course for which they are applying.

The SACE also offers senior secondary students a wide range of accredited activities through which to achieve their SACE, including school subjects, TAFE and non-TAFE training courses, university subjects, online courses, regular experience in a work environment, and community-
based activities. Young people are able to leave school well on the way to a trade or para-professional qualification.

Assessment in the SACE
Assessment at Stage 2 is divided into two parts:

- **Internal** – 70% of student assessment tasks (reports, tests, presentations, etc.) are marked by teachers at the College and checked by external moderators. This ensures that marking is consistent across all schools.
- **External** – the remaining 30% is assessed outside our College. These assessments take the form of examinations, performances or investigations.

Achieving the SACE
At Thomas More College, the typical SACE pattern of study is:

The Personal Learning Plan (PLP) is completed in Year 10 and is worth 10 credits (minimum achievement of a C grade must be obtained).

<table>
<thead>
<tr>
<th>Stage 1 – Year 11</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td>Religion^</td>
</tr>
<tr>
<td>10 credits</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>English *</td>
</tr>
<tr>
<td>20 credits</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>10 credits</td>
</tr>
<tr>
<td><strong>Subject 1</strong></td>
</tr>
<tr>
<td>10 credits</td>
</tr>
<tr>
<td><strong>Subject 2</strong></td>
</tr>
<tr>
<td>10 credits</td>
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<tr>
<td><strong>Subject 3</strong></td>
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<tr>
<td>10 credits</td>
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<tr>
<td><strong>Subject 4</strong></td>
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<tr>
<td>10 credits</td>
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<tr>
<td><strong>Subject 5</strong></td>
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<tr>
<td>10 credits</td>
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<tr>
<td><strong>Subject 6</strong></td>
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<tr>
<td>10 credits</td>
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<tr>
<td><strong>Subject 7</strong></td>
</tr>
<tr>
<td>10 credits</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2 – Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Year</strong></td>
</tr>
<tr>
<td>Religion^</td>
</tr>
<tr>
<td>10 credits</td>
</tr>
<tr>
<td><strong>Research Project</strong></td>
</tr>
<tr>
<td>10 credits</td>
</tr>
<tr>
<td><strong>Subject 1</strong></td>
</tr>
<tr>
<td>20 credits</td>
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<tr>
<td><strong>Subject 2</strong></td>
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<td>20 credits</td>
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<tr>
<td><strong>Subject 3</strong></td>
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<tr>
<td>20 credits</td>
</tr>
<tr>
<td><strong>Subject 4</strong></td>
</tr>
<tr>
<td>20 credits</td>
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</tbody>
</table>

^Compulsory subject as required by the College.

*Compulsory subjects required by SACE where a minimum C grade at Stage 1 and C- grade at Stage 2 must be achieved.
Higher Education Pathway
Achieve a minimum of 90 Tertiary Admission Subjects (TAS) SACE credits made up of:

- Research Project A or B
- 3 X 20 credit TAS (or valid 10 credit pairs)
- Further 20 credits from TAS or Higher education Recognised Learning Value of 20 credits or Vocational Education full certificate qualifying at Stage 2, value of 20 credits

Vocational and Tertiary VET Pathway
Achieve a minimum of 70 Stage 2 SACE subject credits made up of:

- Research Project A or B
- SACE subjects including multiple Community Studies subjects
- Able to use a mix of TAS and Non TAS subjects or Use of full or part Stage 2 qualifying Vocational Learning – usually from identified Certificate II and Certificate III courses. (see VET Recognition Register)

Must meet any entrance or selection requirements for Higher Education or Vocational courses. This may include selection ranking derived from ATAR and other considerations such as bonus points for universities and/or Core Skills Profile for Adults (CSPA) for TAFE/RTOs.

Use Recognition and Credit arrangements if available

Access Higher or Further Education choice
PREPARING FOR POST SCHOOL STUDY

Further study at University or TAFE, known as Higher Education, is a popular option for most school leavers. There are many ways to gain access to Australian university courses, however the traditional and most straightforward being application at the completion of Year 12.

Every institution and course will have its own entry requirements and these often change on a yearly basis, therefore it is important to directly access that institution’s website as well as the SATAC guide for information. Do not rely on common knowledge or hearsay.

The number of university courses with pre-requisites for entry is diminishing, however, they often rely on assumed knowledge from Stage 2 courses for success in the first year. All University and TAFE courses have an expected level of literacy and numeracy skills. When making Year 11 and 12 subject choices it is important that students work backwards from their desired future pathway, as what you study now may impact on your eligibility for or success in your future studies.

TAS and Non-TAS Status Subjects
Students wishing to obtain an ATAR for Higher Education entrance purposes must choose appropriate Tertiary Admissions Subjects (TAS). TAS are Stage 2 subjects that have been approved by the universities as providing appropriate preparation for tertiary studies. The universities require students to study a minimum number of credits of TAS to be eligible to gain a UniversityAggregate, and hence an ATAR.

Non-TAS are Stage 2 subjects which are not suitable for Higher Education entrance purposes but are suitable for achieving the SACE. Currently, there are many alternative avenues for entry to University studies outside of the traditional path outlined above. These may be discussed with the relevant staff at the College.

University Entry Requirements
To be eligible to apply for university directly from school, South Australian students must:

- Complete the SACE
- Complete at least 90 credits of Tertiary Admissions Subjects (TAS) at Stage 2 (which is 20 credits more than the requirement of SACE)
- Comply with rules regarding precluded subject combinations for gaining an ATAR
- Obtain a competitive ATAR
- Complete any pre-requisite subjects stipulated by the university course for which they are applying

Applications for South Australian and Northern Territory universities and TAFE courses are completed online through the South Australian Tertiary Admissions Centre (SATAC). Applications for interstate studies are completed via the respective state tertiary admissions centres. Full details of University and TAFE entry requirements for 2018 onwards are included in the Tertiary Entrance Booklet published only online by SATAC.
Precluded Combinations and Counting Restrictions

For students who require an ATAR, these subjects may not be studied together at Stage 2:

| Graphic Design (Communication Products) & Metal Engineering (Material Products), or Food Technology (Material Products) |
| Metal Engineering (Material Products) & Graphic Design (Communication Products), or Food Technology (Material Products) |
| Food Technology (Material Products) & Graphic Design (Communication Products), or Metal Engineering (Material Products) |
| Essential Mathematics & General Mathematics or Mathematical Methods |
| General Mathematics & Essential Mathematics or Mathematical Methods |
| Mathematical Methods & Essential Mathematics or General Mathematics |
| Visual Arts: Art & Visual Arts: Design |

**NOTE:**

- Only one English subject can be counted towards an ATAR
- Only 20 credits from Communication Products and Material Products can be counted toward an ATAR
- Only 20 credits of Integrated Learning subjects can be counted towards an ATAR
- Community Studies subjects cannot be counted toward an ATAR
HOW TO SELECT SUBJECTS
This can be a challenging process especially for those students who are uncertain about their intended pathway. There are a number of questions to consider that will help in the decision-making process.

Consider:
- Areas of strength and level of commitment
- Interests and aspirations
- Capabilities - being realistic about coping with subject requirements
- Future career options
- Level of success at Stage 1

and identify:
- Subjects that are pre-requisites for university courses
- Subjects or courses that are preferred study pathways for TAFE courses
- The content and assessment method of subjects identified

then make sure that:
- Subjects meet SACE pattern requirements
- Subjects lead towards preferred options for further study or employment

Constraints on Subject Choices
- Subjects will only be offered if there is adequate demand from students.
- While every effort is made to accommodate a student’s subject preferences, ultimately subjects will be determined by the college’s final timetable line structure.
- Students are required to meet any pre-requisite as stated in the skill set for that subject.

Student/Parent Initiated Subject Changes
Most students go on to complete the subjects they initially choose. For Year 10 & 11 students, we believe this is this case as students go through an extensive education process which involves investigation through study, coaching, counselling, and parent/caregiver consultation to align a career pathway. To change subjects potentially compromises this process, however, in some cases, a student may want to change a subject(s).

As classes for the current year have been allocated and budgeted for based on students’ subject choices, any subject change will not be automatic, but shall be treated more as a last resort. The case for change must be compelling and there is a process a student must go through which takes into consideration a series of factors.

Changes based on the teacher or friendship are not compelling reasons for change in a secondary environment. Furthermore, line structure, teacher recommendation and existing class sizes are other factors which can determine whether a change may be possible. Sometimes, a straight subject for subject swap may be possible. At other times, more than one subject may need to be changed to achieve the desired result.
To avoid a situation of disadvantage whereby a student changes classes and misses out on work once a semester has begun, **subject changes must be completed prior to the start of a semester.** For **Semester 1**, subject changes must be completed in the **previous year**. Students will receive their entire subject allocations for the subsequent year in early November. For **Semester 2**, subject changes must be made by the end of **Week 2 Term 2**. Students will be sent a reminder of Semester 2 subjects in Week 1 Term 2.

Students wishing to change subjects must organise to meet with Mr Jim Debnam, Director of Student Pathways. If a change is to occur, students will bring home a subject change form for parents/caregivers to sign and return to Mr Jim Debnam.

**College Initiated Subject Changes**

There may be times when the College believes it is in a student’s best interests to change a subject(s). Some examples of this include; initiating study through Vocational Education & Training (VET); supporting completion of SACE; acceleration of gifted students; additional support with literacy/numeracy.

Communication with parents/caregivers will occur in the event of College initiated subject changes.
### Useful Pathways Websites

<table>
<thead>
<tr>
<th>Institution</th>
<th>Website Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Australian Tertiary Admissions Centre</td>
<td><a href="http://www.satac.edu.au/">http://www.satac.edu.au/</a></td>
</tr>
<tr>
<td>Flinders University</td>
<td><a href="http://www.flinders.edu.au">http://www.flinders.edu.au</a></td>
</tr>
<tr>
<td>University of South Australia</td>
<td><a href="http://www.unisa.edu.au/">http://www.unisa.edu.au/</a></td>
</tr>
</tbody>
</table>

### Useful Subject Selection Web sites

<table>
<thead>
<tr>
<th>Website</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SACE Board of South Australia</td>
<td><a href="https://www.sace.sa.edu.au/">https://www.sace.sa.edu.au/</a></td>
</tr>
<tr>
<td>Australia’s Career Information Service</td>
<td><a href="https://skills.sa.gov.au/">https://skills.sa.gov.au/</a></td>
</tr>
</tbody>
</table>

### Disclaimer

Every effort is made to ensure that information given about other institutions and their entry requirements within this handbook is accurate. We cannot accept responsibility for the accuracy of this information and advise all students to make direct contact with the institutions for confirmation.
How Do I Choose My Subjects?

1. **Know**
   - **Who am I?**
     - Areas of strength: What am I good at?
     - Interests: What do I enjoy studying?
     - Aspirations: What do I want for my life?
     - Capabilities: Am I being realistic about coping with subject requirements?

2. **Explore**
   - **Plan**
     - Consider future career options.
     - Consider further study.
     - Research TAFE and university websites, Australian job and career websites.
     - What am I required to do in this subject?
       - What is the content of the subject?
       - What are the assessment methods?
       - What skills and capabilities do I need to be successful?
     - What will I know?
       - Read the Subject Handbook and talk to Subject Teachers.

3. **Plan**
   - **Connect**
     - Check: Entry requirements for university or TAFE courses.
     - Make sure that subjects meet SACE pattern requirements.
     - Subjects lead towards preferred options for further study or employment.

4. **Talk to people close to you**
   - What do your parents and family think are your strengths?
   - What do your trusted teachers think are your strengths?
COMPULSORY SUBJECTS
AT STAGE 2

Religion Studies

Research Project
RELIGION STUDIES
STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHERS: Ruth Bell

SKILL SET
A positive attitude and an openness to reflection. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
A study of religion and spirituality forms a vital foundation for the study of a society. An appreciation of the nature of our global multicultural society is enriched by an understanding of religion and its influence on human behaviour, and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents participate in, and respond to, current social and moral debates and issues in their communities.

Students develop an understanding of different religious perspectives on events or practices and examine a range of definitions of religion drawn from a variety of sources. These definitions are evaluated in terms of how they lead to a particular understanding of the concept.

Students study diverse religious and spiritual beliefs and value systems in Australian society and around the world and explore how such studies can contribute to greater personal and interpersonal understanding; the development of skills in relating to people of different religious positions; and an appreciation of, and respect for, the different ways in which people think, feel and act.

CONTENT

<table>
<thead>
<tr>
<th>Core Topic: Overview of Religion</th>
<th>Option Topics: Religious Traditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The four key areas of study are:</td>
<td>Students study one option topic. There are six option topics to choose from with each one based on a religious tradition:</td>
</tr>
<tr>
<td>1. What is religion? What is spirituality?</td>
<td>Option Topic A: Buddhism</td>
</tr>
<tr>
<td>2. What are the key phenomena that make up religion?</td>
<td>Option Topic B: Christianity</td>
</tr>
<tr>
<td>4. How are secular culture and religious culture linked?</td>
<td>Option Topic D: Indigenous Australian Spirituality</td>
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<tr>
<td></td>
<td>Option Topic E: Islam</td>
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<td></td>
<td>Option Topic F: Judaism</td>
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</tbody>
</table>

ASSESSMENT

70% School Assessment
- Source Analysis (25%)
- Written Assignments (20%)
- Practical Activity (25%)

30% External Assessment
- Investigation
SKILL SET
A positive attitude and an openness to reflection. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
Students at this year level are experiencing a transitional phase between formal and post school opportunities and are on the verge of entering the adult world. This course is designed to give students opportunities to critically analyse a variety of messages and draw out the meanings relevant to their lives that assist in further shaping their identity and values. In this context, there is an opportunity for students to engage in a mature and informed quest to understand themselves as spiritual or religious beings.

CONTENT
• Spirituality and religion
• Community Application Task – Caritas Fundraising Event
• Year 12 Retreat Engagement and Reflection
• Human Rights Study

ASSESSMENT
70% School Assessment
• Folio
30% External Assessment
• Community Application Activity

NOTE
Students may undertake more than one Community Studies subject, but only one enrolment in each of the following fields of study:
• Humanities and the Community
• Science, Technology, Engineering, and Mathematics (STEM) and the Community
• Interdisciplinary Learning and the Community

Each student will show evidence of learning against some of the learning requirements described in Religion Studies (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study. Community Studies B subject options are suitable alternatives for students wanting to achieve SACE completion only.
RELIGION STUDIES - INTEGRATED LEARNING

STATUS: TERTIARY ADMISSION SUBJECT (TAS) – (COUNTING RESTRICTIONS APPLY)

CONTACT TEACHERS: Ruth Bell

COUNTING RESTRICTIONS: Only 20 Credits of Integrated Learning Subjects can count towards an ATAR

SKILL SET
A positive attitude and an openness to reflection. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject. The willingness and ability to collaborate with others, communicate opinions and evaluate their own learning through the feedback of others and reflection is important.

COURSE DESCRIPTION
Integrated Learning draws links between aspects of students’ lives and their learning. Students apply their knowledge and skills to real-world learning opportunities, or context, for a specific purpose, product, or outcome. Through the key area of Religious Education students will focus on developing the SACE capabilities which connect them to our program focus which is Spirituality and Service.

Students develop communication and independent lifelong learning skills. The study of Integrated Learning encourages students to build their confidence and self-esteem. Students will actively participate within the community to develop personal capabilities whilst understanding of how communities work and the impact individuals can have. Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students develop their understanding of, and empathy for, others.

CONTENT

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>Connections – Community Service</td>
<td>Personal Endeavour – Individual</td>
</tr>
<tr>
<td>Practical Inquiry - Year 12 Retreat</td>
<td>investigation that connects to our</td>
</tr>
<tr>
<td></td>
<td>program focus</td>
</tr>
</tbody>
</table>

ASSESSMENT

70% School Assessment
- Practical Inquiry (40%)
- Connections (30%)

30% External Assessment
- Personal Endeavour
RESEARCH PROJECT A or B

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Lynda Stewart

SKILL SET
Be able to solve problems and make discoveries by using creativity, judgment, communication, organization, and persistence in order to gain knowledge from others’ discoveries to make discoveries on your own.

COURSE DESCRIPTION
The Research Project is a detailed self-directed study in an area of interest. It is a compulsory 10 credit subject for which students must receive a ‘C-‘ grade or better. Students will learn how to use, develop and apply research processes, knowledge and skills relevant to the focus of the research and development of a capability.

CONTENT

<table>
<thead>
<tr>
<th>RESEARCH PROJECT B</th>
<th>RESEARCH PROJECT A</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Folio</td>
<td>• Folio</td>
</tr>
<tr>
<td>• Research outcome</td>
<td>• Research outcome</td>
</tr>
<tr>
<td>(minimum 2000 words or equivalent)</td>
<td>(minimum 1500 words or equivalent)</td>
</tr>
<tr>
<td>• Evaluation of the research process</td>
<td>• Review of the research process</td>
</tr>
</tbody>
</table>

ASSESSMENT
70% School Assessment
• Folio construction and research outcome

30% External Assessment
• Evaluation and/or Review of the research process
VISUAL ARTS: ART

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHERS: Paul Kralj

PRECLUDED COMBINATION: With Visual Arts: Design for ATAR purposes

SKILL SET

• Must be able to develop a folio of evidence using the Arts process of: Research, Idea Development & Resolved Work.
• An ability to work independently.
• Must be able to identify and utilise Art Elements while making and responding to art.
• Must be able to communicate in written form utilising a range of Arts language.
• Must be able to demonstrate good investigative skills.
• Must be able to critically analyse Art works: Describe, Analyse, Interpret & Respond.
• Must be able to understand, reflect and evaluate a range of Visual Arts practice.
• Demonstrate a variety of practical skills and techniques using traditional media including: Drawing, Painting, Illustration, Photography, Printmaking and Sculpture.

COURSE DESCRIPTION

An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, concept representations, modelling, prototypes, photographs, digital graphics, and/or audio-visual digital recording techniques, accompanied by written or recorded annotations to justify and document their thinking.

CONTENT

The following areas of study are covered:

• Visual Thinking
• Practical Resolution
• Visual Study

ASSESSMENT

70% School Assessment
• Folio (40%)  
• Practical (30%)

30% External Assessment
• Visual Study

COMPULSORY REQUIREMENTS

Students will need to purchase any special materials required for their resolved artworks.
VISUAL ARTS: DESIGN

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHERS: Paul Kralj

PRECLUDED COMBINATION: With Visual Arts: Art for ATAR purposes

SKILL SET

- Must be able to develop a folio of evidence using the Arts process of: Research, Idea Development & Resolved Work.
- An ability to work independently.
- Must be able to identify and utilise Art Elements while making and responding to art.
- Must be able to communicate in written form utilising a range of Arts language.
- Must be able to demonstrate good investigative skills.
- Must be able to critically analyse Art works: Describe, Analyse, Interpret & Respond.
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CONTENT

The following areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Study

ASSESSMENT

70% School Assessment

- Folio (40%)
- Practical (30%)

30% External Assessment

- Visual Study

COMPULSORY REQUIREMENTS

Students will need to purchase any special materials required for their resolved artworks.
PHOTOGRAPHY - COMMUNITY STUDIES B

STATUS: NON-TERTIARY ADMISSION SUBJECT (NON-TAS)
CONTACT TEACHER: Paul Kralj

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
Students have the opportunity to learn and synthesise aspects of various arts disciplines, through the medium of photography, as well as maintain the integrity of the focus area they have chosen. Students actively participate in the development and presentation of photographic products. Students are required to display evidence of the process used in developing their ideas. This process is comprised of four interrelated elements common to all arts programs: investigation, development, production and reflection.

CONTENT
The following areas of study are covered:
- Arts Process
- Concepts in Arts Disciplines
- Development and Production
- Arts in Practice

ASSESSMENT
70% School Assessment
- Folio
30% External Assessment
- Community Application Activity

NOTE
Students may undertake more than one Community Studies subject, but only one enrolment in each of the following fields of study:
- Humanities and the Community
- Science, Technology, Engineering, and Mathematics (STEM) and the Community
- Interdisciplinary Learning and the Community

Each student will show evidence of learning against some of the learning requirements described in the Stage 2 TAS subject and will also demonstrate learning through a community application activity that is based on the selected field of study.
Community Studies B subject options are suitable alternatives for students wanting to achieve SACE completion only.

COMPULSORY REQUIREMENTS
Students will need to purchase any special materials required for their resolved artworks.
PHOTOGRAPHY - CREATIVE ARTS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Paul Kralj

SKILL SET
- Must be able to develop a folio of evidence using the Arts Process.
- Demonstrate the confidence to work in a community setting.
- An ability to work both collaboratively and independently.
- Must be able to communicate in written form utilising a range of Arts language.
- Must be able to demonstrate good investigative skills.
- Must be able to critically analyse photographic products.
- Must be able to understand, reflect and evaluate a range of arts concepts.
- Confidently utilise digital platforms.

COURSE DESCRIPTION
Students actively participate in the development and presentation of a photographic product, focusing on studio photography skills. Students are required to display evidence of the process used in developing their ideas. This process comprises of four interrelated elements common to all creative arts programs: investigation, development, production and reflection.

Students can work both individually and collaboratively to develop practical skills and products. It is highly recommended that students who undertake this course have successfully completed Stage 1 Photography.

CONTENT
The following areas of study are covered:
- Arts process
- Concepts in photographic disciplines
- Development and Production
- Arts in Practice

ASSESSMENT
70% School Assessment
- Product (50%)
- Investigation (20%)
30% External Assessment
- Practical Skills
MUSIC

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Linda Vernillo

Students must select ONE course of 20 credits or TWO courses that equal 20 credits.

Music Explorations (20 Credits)
Students must have successfully completed Stage 1 Music Experience or Advanced.
Popular Music forms

ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Literacy – Comparison of two works</td>
<td>10%</td>
</tr>
<tr>
<td>Music Literacy – Analyse and discuss musical work/s</td>
<td>10%</td>
</tr>
<tr>
<td>Music Literacy – Manipulating Elements in composition</td>
<td>10%</td>
</tr>
<tr>
<td>Portfolio of Explorations – Performance and Commentary, Composition and Commentary</td>
<td>40%</td>
</tr>
<tr>
<td>External Assessment</td>
<td></td>
</tr>
<tr>
<td>- Creative Connections</td>
<td></td>
</tr>
<tr>
<td>- Synthesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>

Music Studies (20 Credits)
Students must have successfully completed Stage 1 Music Advanced.
Classical and Jazz forms

ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Work – Public Performance (10-12 minutes) and Creator’s Statement</td>
<td>20%</td>
</tr>
<tr>
<td>Creative Work – Arrangement/Composition (5-6 minutes) and Creator’s Statement</td>
<td>20%</td>
</tr>
<tr>
<td>Music Literacy – Musicianship Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Music Literacy – Score reading and analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Music Literacy – Manipulating Elements of Music</td>
<td>10%</td>
</tr>
<tr>
<td>External Examination – Musicianship (2 hours)</td>
<td>30%</td>
</tr>
</tbody>
</table>
Solo Performance (10 Credits)

SKILL SET

Students must possess the following:

- A private instrumental/vocal tutor
- A minimum of five years private tuition on their instrument
- Excellent ability to play an instrument
- Excellent ability to read music
- Excellent ability to understand and play technical work-scales and arpeggios
- Ability to find and work with an accompanist
- Ability to work independently

Note: Commitment to out-of-hours rehearsals/performances is compulsory.

CONTENT

- Students prepare two public performances which are the school assessment component.
- Repertoire chosen for Solo performance is technically demanding. It will be drawn from either Classical, Folk, Cabaret, Jazz or Jazz combinations.
- Improvisation is expected for all Jazz styles.
- Solo repertoire does not include popular music.

* Prepared repertoire over three school terms must total 18 minutes.

ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
<th>Minutes</th>
<th>Moderators</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>30%</td>
<td>6-8</td>
<td>School Assessment</td>
</tr>
<tr>
<td>Second Performance and Discussion (800 words)</td>
<td>40%</td>
<td>6-8</td>
<td>School Assessment</td>
</tr>
<tr>
<td>Performance Portfolio and Evaluation</td>
<td>30%</td>
<td>6-8</td>
<td>External Assessment</td>
</tr>
</tbody>
</table>
Ensemble Performance (10 Credits)

SKILL SET
Students must possess the following:

- Ability to play an instrument/sing
- Ability to read music
- Ability to understand and perform technical work-scales and arpeggios
- Ability to work collaboratively

Note: Commitment to out-of-hours rehearsals/performances is compulsory.

CONTENT

- Students are placed into an ensemble. They collaborate and practice on a weekly basis.
- This ensemble prepares two public performances as the school assessment component.
- Individual part testing is a compulsory part of every exam.

* Prepared repertoire over three school terms must total 20 minutes.

ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
<th>Minutes</th>
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<td>6-8</td>
<td>School Assessment</td>
</tr>
<tr>
<td>Performance Portfolio and Evaluation</td>
<td>30%</td>
<td>6-8</td>
<td>External Assessment</td>
</tr>
</tbody>
</table>
Composing and Arranging (10 Credits)

SKILL SET
Students must possess the following:

- An understanding of Western functional harmony – scales, key signatures, chords, related keys, rules of modulation.
- Knowledge and understanding of arranging techniques.
- Previous experience and use of Music Technology: programs such as Sibelius or MuseScore.
- Ability to write a reflection and critical analysis of the work of others and own work.

CONTENT
- Students experiment with and explore a variety of composing and arranging techniques.
- Students study and analyse compositions of well-known composers.
- Students communicate ideas about their own music through analysis and the Elements of music.
- Students compose a minimum of two works and a maximum of four.
- All evidence of experiments, draft work and final copies is saved and submitted as a folio on USB.
- The course is divided into two parts: minor folio and major folio.

ASSESSMENT

<table>
<thead>
<tr>
<th>Minor Folio</th>
<th>2-3 Minor works, Elements analysis, Commentary</th>
<th>70%</th>
<th>School Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Folio</td>
<td>1 Major Work, Elements analysis, Commentary/Reflection</td>
<td>30%</td>
<td>External Assessment</td>
</tr>
</tbody>
</table>

* Students must have a USB for the storage and backup of composition drafts, analysis drafts and final copies of all assessments.
MUSIC - COMMUNITY STUDIES B

STATUS: NON-TERTIARY ADMISSION SUBJECT (NON-TAS)
CONTACT TEACHER: Linda Vernillo

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
Students have the opportunity to learn and synthesise aspects of various music disciplines. Students actively participate in the development and presentation of music and music industry products. Students are required to display evidence of the process used in developing their ideas. This course is designed for students who have an interest in music and the music industry but have had no formal music training.

CONTENT
- The course content is based on student interest within music related disciplines

ASSESSMENT
70% School Assessment
- Folio
30% External Assessment
- Community Application Activity

NOTE
Students may undertake more than one Community Studies subject, but only one enrolment in each of the following fields of study:
- Humanities and the Community
- Science, Technology, Engineering, and Mathematics (STEM) and the Community
- Interdisciplinary Learning and the Community

Each student will show evidence of learning against some of the learning requirements described in the Stage 2 TAS subject and will also demonstrate learning through a community application activity that is based on the selected field of study. Community Studies B subject options are suitable alternatives for students wanting to achieve SACE completion only.
MODERN HISTORY

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Adrian Adams

SKILL SET
An interest in historical events along with enjoyment of group discussion, reading and research. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
This course allows students to explore the relationships among nations along with internal and external challenges that shaped their identity. Students examine some significant features of the world since 1945 to understand the contemporary world. Through their studies, students build their skills in historical inquiry by examining and evaluating the nature of sources. This includes who wrote or recorded the sources, whose history they tell, whose stories are not included and why and how technology is creating new spaces in which histories can be conveyed.

CONTENT
Modern Nations
One topic is studied in context from the following options:
  • Australia (1901-56)
  • Germany (1914-45)
  • America (1914-1945)
This topic forms the basis for the final examination which includes an essay and sources analysis.

The World Since 1945
One topic is studied for School Assessment from the following options:
  • The Cold War
  • Struggle for Peace in the Middle East
Students are expected to complete three Skills and Application Tasks connected with this topic. The Historical Study gives students an opportunity to explore an area of individual interest.

ASSESSMENT
70% School Assessment
  • Skills an Application Tasks (50%)
  • Historical Study (20%)
30% External Assessment
  • Examination (2 hours)
ANCIENT STUDIES

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Adrian Adams

SKILL SET
An interest in ancient civilisations along with enjoyment of group discussion, reading and research. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
This course allows students to draw on skills from many other areas of study including politics, religion, geography, drama and literature. Students gain an understanding of texts, artefacts, ideas, events and people of the ancient world. Further emphasis is placed on drawing connections or comparisons across cultures. They explore areas of interest and critically evaluate questions about the past. They make judgements about how stories of the past have been represented and continue to change with technology and discovery of new evidence.

CONTENT
Students study three topics from a possible seven and complete one Inquiry of their own choosing.

- Topic 1: Daily Life
- Topic 2: Power and authority
- Topic 3: Literature

The Inquiry gives students an opportunity to explore an area of individual interest.

ASSESSMENT

70% School Assessment
- Skills and Application Tasks (50%)
- Connections (20%)

30% External Assessment
- Inquiry
LEGAL STUDIES

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Nick Flynn

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

COURSE DESCRIPTION
Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates how that system responds and contributes to social change while acknowledging tradition. By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

CONTENT
Topic 1: The Australian Legal System
Topic 2: Constitutional Government
Topic 3: Law-making
Topic 4: Justice Systems

ASSESSMENT
70% School Assessment
- Folio (50%)
- Student Choice Inquiry (20%)

30% External Assessment
- Examination
TOURISM

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Greg Bulling

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

COURSE DESCRIPTION
Students identify and investigate tourism trends, developments or contemporary issues. Tourism presents opportunities and benefits, as well as problems and threats, to people and the environment. As a people-oriented industry, tourism provides many jobs and can revitalise local economies and cultures. It may also have a negative impact on the well-being of many people in the host community and threaten to change their cultural and environmental heritage.

CONTENT

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<tr>
<th>Themes</th>
<th>Topics</th>
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<td>• Operations and Structures of the Tourism Industry</td>
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</tr>
<tr>
<td>• Travellers’ Perceptions and the Interaction of Host Community and Visitor</td>
<td>• The Economics of Tourism</td>
</tr>
<tr>
<td>• Planning for and Managing Sustainable Tourism</td>
<td>• The Impacts of Tourism</td>
</tr>
<tr>
<td>• Evaluating the Nature of Work in the Tourism Industry</td>
<td>• Applications of Technology in Tourism</td>
</tr>
</tbody>
</table>

ASSESSMENT

70% School Assessment
- Folio (20%)
- Practical Activity (25%)
- Investigation (25%)

30% External Assessment
- Examination

COMPULSORY REQUIREMENTS
The fieldtrips and camp for this subject will cost approximately $700.00.
TOURISM - COMMUNITY STUDIES B

STATUS: NON-TERTIARY ADMISSION SUBJECT (NON-TAS)
CONTACT TEACHER: Greg Bulling

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
Students identify and investigate tourism trends, developments or contemporary issues. Tourism presents opportunities and benefits, as well as problems and threats, to people and the environment. As a people-oriented industry, tourism provides many jobs and can revitalise local economies and cultures. It may also have a negative impact on the well-being of many people in the host community and threaten to change their cultural and environmental heritage.

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</tr>
</tbody>
</table>

ASSESSMENT
70% School Assessment
• Folio
30% External Assessment
• Community Application Activity

NOTE
Students may undertake more than one Community Studies subject, but only one enrolment in each of the following fields of study:
• Humanities and the Community
• Science, Technology, Engineering, and Mathematics (STEM) and the Community
• Interdisciplinary Learning and the Community
Each student will show evidence of learning against some of the learning requirements described in Tourism (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study.
Community Studies B subject options are suitable alternatives for students wanting to achieve SACE completion only.

COMPULSORY REQUIREMENTS
The fieldtrips for this subject may cost approximately $50.00. Tourism: Community Studies B students may elect to go on the camp, in which case the cost will be approximately $700, however this is not a compulsory requirement of the course.
ACCOUNTING

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Ms Glamuzina

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

COURSE DESCRIPTION
The study of Accounting encompasses the successful management of financial affairs in business. It gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making in contemporary society.

Students acquire knowledge and skills related to the accounting process for organisation and business applications. They understand the processes involved in generating, recording, classifying, analysing, interpreting, and reporting accounting information as a basis for planning, control and effective decision-making. They learn how to interpret the financial information of an accounting entity and how to convey this information to interested users.

CONTENT
Section 1: The Environment of Accounting
Section 2: Financial Accounting
Section 3: Management Accounting

ASSESSMENT
70% School Assessment
• Skills and Applications Tasks (50%)
• Report (20%)
30% External Assessment
• Examination
BUSINESS INNOVATION

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHERS: Sharon Cook and Nick Flynn

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

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.

CONTENT

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Business Environment</strong></td>
<td><strong>Business and Marketing</strong></td>
</tr>
<tr>
<td>Business in Australia, The Nature and Structure of Business and The Business Enterprise.</td>
<td>Other possible option topics include:</td>
</tr>
<tr>
<td><strong>Business Research Task/Practical Application</strong> which provides an opportunity for students to acquire a practical understanding of the operation of a small business. It allows students to build on existing understanding to develop practical business and enterprise skills in an area that particularly interests them, enabling the use of particular school or community resources. The topic may be integrated into one of the other option topics or included as a discrete topic.</td>
<td>People, Business and Work</td>
</tr>
<tr>
<td></td>
<td>Business and the Global Environment</td>
</tr>
<tr>
<td></td>
<td>Business and Finance</td>
</tr>
<tr>
<td></td>
<td>Business, Law and Government</td>
</tr>
<tr>
<td></td>
<td>Business and Technology</td>
</tr>
</tbody>
</table>

ASSESSMENT

70% School Assessment

- Folio (30%)
- Practical Activity – Running a business (20%)
- Issues Study (20%)

30% External Assessment

- Business Report
TECHNOLOGIES
FURNITURE CONSTRUCTION - WORKPLACE PRACTICES C

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Angelo Penna
COUNTING RESTRICTIONS APPLY: Only 20 Credits of Workplace Practices Subjects can count towards an ATAR

SKILL SET
Successful completion of a Stage 1 Furniture Construction subject and appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS, or by negotiation with the Technologies Coordinator.

COURSE DESCRIPTION
Students will develop the skills and knowledge to use tools, materials and systems safely and competently, and to apply technological processes to complete projects as individuals and in teams.

CONTENT
- Industry and Work Knowledge - Negotiated Topics
- Vocational Learning or VET
- Workplace Reflections
- Issues Exploration or Project

ASSESSMENT
70% School Assessment
- Folio (25%)
- Performance (25%)
- Reflection (20%)
30% External Assessment
- Investigation

COMPULSORY REQUIREMENTS
Students will need to purchase building materials ranging between $50.00 – $300.00, depending on the individual project.
FURNITURE CONSTRUCTION - COMMUNITY STUDIES A

STATUS: NON-TERTIARY ADMISSION SUBJECT (NON-TAS)
CONTACT TEACHER: Angelo Penna

SKILL SET
Successful completion of Stage 1 Furniture Construction would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of this subject, or by negotiation with the Technologies Coordinator.

COURSE DESCRIPTION
Students will develop the skills and knowledge to use tools, materials and systems safely and competently, and to apply technological processes to complete projects as individuals and in teams.

CONTENT
- Industry and Work Knowledge - Negotiated Topics
- Vocational Learning or VET
- Workplace Reflections
- Issues Exploration or Project

ASSESSMENT
70% School Assessment
- Folio
30% External Assessment
- Community Application Activity

NOTE
Students may undertake more than one Community Studies subject, but only one enrolment in each of the following fields of study:
- Humanities and the Community
- Science, Technology, Engineering, and Mathematics (STEM) and the Community
- Interdisciplinary Learning and the Community

Each student will show evidence of learning against some of the learning requirements described in Furniture Construction (Stage 2 TAS), and will also demonstrate learning through a community application activity that is based on the selected field of study.
Community Studies B subject options are suitable alternatives for students wanting to achieve SACE completion only.

COMPULSORY REQUIREMENTS
Students will need to purchase building materials ranging between $50.00 – $300.00, depending on the individual project.
METAL ENGINEERING - MATERIAL PRODUCTS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Dayna Curtis

PRECLUDED COMBINATION: With Food Technology and Graphic Design for ATAR purposes

SKILL SET
Successful completion of a Stage 1 Metal Engineering subject and appropriate levels of language, literacy and numeracy to cope with the demands of this subject, or by negotiation with Technologies Coordinator.

COURSE DESCRIPTION
Students will develop the skills and knowledge to use tools, materials, and systems safely and competently, and to apply technological processes to complete projects as individuals and in teams.

CONTENT
- Experience a range of hand tools, welding equipment – both gas and electric and metalworking machinery
- Complete documentary fitting and turning projects
- Fabricate, weld and finish small metal projects
- Experience a range of materials and techniques applicable to those materials

ASSESSMENT
70% School Assessment
- Skills and Applications Tasks (20%)
- Product – Minor and Major Products (50%)

30% External Assessment
- Folio

COMPULSORY REQUIREMENTS
Students will need to purchase building materials ranging between $50.00 – $150.00, depending on the individual project.
GRAPHIC DESIGN - COMMUNICATION PRODUCTS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Mark Nitschke
PRECLUDED COMBINATION: With Food Technology and Metal Engineering for ATAR purposes

SKILL SET
Completion of Stage 1 Graphic Design or Visual Arts - Design (either as a full year or semester) would be an advantage. Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS, or by negotiation with Technologies Coordinator.

COURSE DESCRIPTION
This course will focus on the study of the Built Environment. The program will enable students to understand how architects go about solving designing tasks to achieve outcomes using the designing process. Learning is based around a design challenge where students will develop designing and making skills and knowledge and understanding in both traditional and digital forms of graphics.

CONTENT
- Residential Housing design
- Residential House Model making
- Specialised Skills study
- Materials Application study
- Developing a folio and maintaining a visual journal
- Architectural Drawing and Illustration techniques

ASSESSMENT
70% School Assessment
- Skills and Applications Tasks (20%)
- Product - Minor and Major Products (50%)
30% External Assessment
- Folio

COMPULSORY REQUIREMENTS
All students participating in this course are required to maintain an A4 visual diary for recording information for the Product Records when producing the Minor and Major Products.
SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

COURSE DESCRIPTION
Students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends to examine sustainable solutions to problems in, for example, business, industry, the environment and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

CONTENT
Stage 2 Digital Technologies is a 20-credit subject that consists of the following focus areas:
- Focus area 1: Computational thinking
- Focus area 2: Design and programming
- Focus area 3: Data analytics
- Focus area 4: Iterative project development

ASSESSMENT
70% School Assessment
- Project Skills (50%)
- Collaborative Project (20%)

30% External Assessment
- Individual Digital Solution (30%)
FOOD TECHNOLOGY - MATERIAL PRODUCTS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Natalina Gigliotti

PRECLUDED COMBINATION: With Graphic Design and Metal Engineering for ATAR purposes

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

COURSE DESCRIPTION
Students develop the skills and knowledge to use equipment and foods safely and competently and to apply technological processes to individually prepare food products and complete projects.

CONTENT
- Students focus on the research and development of processes and production techniques in preparation for the realisation of practical food products.
- Students will investigate and analyse the properties of foods and suitable packaging to be used for the production of food products.
- Students will present a series of packaged foods including a written final evaluation.
- Using a design brief, students will develop and present information documenting the investigating and planning of ideas for the production of packaged foods.
- This information will include evidence of ongoing evaluation.

ASSESSMENT

70% School Assessment
  - Skills and Applications Tasks (20%)
  - Product (50%)

30% External Assessment
  - Folio

COMPULSORY REQUIREMENTS
Students who study Food Technology may have excursions and or guest speaker costs.
FOOD TECHNOLOGY - COMMUNITY STUDIES B

STATUS: NON-TERTIARY ADMISSION SUBJECT (NON-TAS)
CONTACT TEACHER: Natalina Gigliotti

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
Students develop the skills and knowledge to use equipment and foods safely and competently and to apply technological processes to individually prepare food products and complete projects.

CONTENT
- Students focus on the research and development of processes and production techniques in preparation for the realisation of practical food products.
- Students will investigate and analyse the properties of foods and suitable packaging to be used for the production of food products.
- Students will present a series of packaged foods including a written final evaluation.
- Using a design brief, students will develop and present information documenting the investigating and planning of ideas for the production of packaged foods.
- This information will include evidence of ongoing evaluation.

ASSESSMENT
70% School Assessment
- Folio
30% External Assessment
- Community Application Activity

NOTE
Students may undertake more than one Community Studies subject, but only one enrolment in each of the following fields of study:
- Humanities and the Community
- Science, Technology, Engineering, and Mathematics (STEM) and the Community
- Interdisciplinary Learning and the Community

Each student will show evidence of learning against some of the learning requirements described in Food Technology (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study. Community Studies B subject options are suitable alternatives for students wanting to achieve SACE completion only.

COMPULSORY REQUIREMENTS
Students who study Food Technology: Community Studies B, may have excursions and or guest speaker costs.
CHILD STUDIES
STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Natalina Gigliotti

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

COURSE DESCRIPTION
This subject focuses on children’s growth and development from conception to eight years of age inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children.

CONTENT
Students study topics within the following five areas:
• Contemporary and Future Issues
• Economic and Environmental Influences
• Practical and Legal Influences
• Socio-cultural Influences
• Technological Influences

ASSESSMENT
70% School-based Assessment
• Practical Activity (50%)
• Group Activity (20%)
30% External Assessment
• Investigation

COMPULSORY REQUIREMENTS
Students who study Child Studies will be required to purchase their own fabric and may have excursions and/or guest speaker costs.
SKILL SET
Successful completion of a full year of Stage 1 English A.

COURSE DESCRIPTION
In English Literary 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.

CONTENT
In Shared Studies, students will be exploring a wide range of literature from authors such as: Drama - William Shakespeare, Arthur Miller, Henrik Ibsen, Prose- Ian McEwan, George Orwell, Bernard Schlink, Poetry, Sylvia Plath, John Donne, Robert Frost, Bobbi Skyes, and Film - Mike Leigh, Alfred Hitchcock and Jane Campion.

In the Individual Study, students will choose in association with their teachers, one text (film, play or novel) which shares narrative elements with one of the texts studied in class as part of the Shared Studies.

ASSESSMENT
70% School Assessment
- Shared Studies (30%)
- Individual Study (20%)
- Text Production (20%)

30% External Assessment
- Examination (critical reading, 100 minutes)
**ENGLISH**

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Jane Mahar

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**SKILL SET**

Successful completion of Stage 1 English (English A or B) or Stage 1 EAL.

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**COURSE DESCRIPTION**

In English, students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students’ own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

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**CONTENT**

**Text Analysis**

Responses are to be chosen from three of the following four text types:

- Novel
- Poetry
- Film
- Drama performance

**Text Production** is to include each of the following:

- To entertain or engage a reader or listener
- To persuade or communicate a point of view
- To communicate observations or information

**Communication Study** explores the relationship between audience, purpose, and form in a range of texts. Such as:

- Mass-media communication
- Business communication
- Advertising
- Personal communication
- Computer-mediated communication

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**ASSESSMENT**

70% School Assessment

- Text Analysis (20%)
- Text Production (20%)
- Communication Study (30%)

30% External Assessment

- Folio
ESSENTIAL ENGLISH

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Jane Mahar

SKILL SET
Appropriate level of everyday and practical language and literacy to cope with the demands of this subject.

COURSE DESCRIPTION
Students consider the use of spoken and written language in vocational, school, cultural, social and/or personal contexts. The course may also be designed to reflect students’ aspirations and will centre on the ways in which students use language to establish and maintain effective connections and interactions with people in different contexts.

CONTENT
Responding to Texts
- Involves responding to a range of texts that instruct, engage, challenge, inform and connect readers.

Creating Texts
- Create procedural, imaginative, analytical or persuasive texts appropriate to the context.
  Responses will need to observe the conventions of style, vocab, syntax and form.

Language Study
- Focuses on the use of language by people in a context outside of the classroom.

ASSESSMENT
70% School Assessment
- Responding to Texts (30%)
- Creating Texts (40%)

30% External Assessment
- Language Study
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

ELIGIBILITY CRITERIA MUST BE MET IN ORDER TO QUALIFY FOR THIS SUBJECT

CONTACT TEACHER: Jane Mahar

SKILL SET
Successful completion of Stage 1 EAL or by negotiation with English Coordinator.
Please note – this subject will not be offered after 2019.

COURSE DESCRIPTION
English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

CONTENT
This subject has a focus on developing the students’ research skills. The course is designed to explore a particular issue such as the ‘construction of the male stereotype’ or ‘women in third world countries.’ Students will deconstruct texts such as newspaper articles, advertisements, narratives, popular songs and poems and understand how language constructs these identities. Students will develop their analytical skills as well as evaluate how these texts target popular culture which helps form identity.

ASSESSMENT
70% School Assessment
- Academic Literacy Study (30%)
- Responses to Texts (40%)

30% External Assessment
- Examination (2½ hours)
PHYSICAL EDUCATION

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Nathan Steinberner

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

COURSE DESCRIPTION
Students gain an understanding of Exercise Physiology and Physical Activity, Skill Acquisition and Biomechanics. Students explore their own physical capacities and analyse performance, health and lifestyle issues. They develop skills in communication, investigation and the ability to apply knowledge to practical situations.

CONTENT
1. Practical Skills and Applications
   - Netball
   - Volleyball
   - Badminton
2. Principles and Issues
   - Exercise Physiology and Physical Activity
   - The Acquisition of Skills and the Biomechanics of Movement
   - Issues Investigation

ASSESSMENT
70% School Assessment
   - Practical (50%)
   - Folio (20%)
30% External Assessment
   - Examination
PHYSICAL EDUCATION - INTEGRATED LEARNING

STATUS: TERTIARY ADMISSION SUBJECT (TAS) – (COUNTING RESTRICTIONS APPLY)

CONTACT TEACHER: Dwayne Treasure

COUNTING RESTRICTIONS: Only 20 Credits of Integrated Learning Subjects can count towards an ATAR

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

COURSE DESCRIPTION
A course designed to cater for those who wish to pursue an active and healthy lifestyle. The program has a focus on skill development and collaboration and coaching with supporting theory, to aid students in developing their planning, organisational, collaborative, research, reflective and analytical skills.

CONTENT
1. Practical Skills and Applications
   • Badminton
   • Volleyball
   • Training Methods & Principles
2. Group Activity – In small groups (3) students plan and implement a three-lesson coaching unit to be undertaken with a group of junior students
3. Folio and Discussion – Students are to collect a variety of resources in relation to their learning and progress throughout the three practical units of the program.
4. Project – Students select an aspect of personal interest from the Stage 2 Integrated Learning program for individual focused development. The project is likely to be a research-based or practical project-based task, or a combination of these.

ASSESSMENT
70% School Assessment
• Practical (40%)
  Training Principles and Methods
    o Badminton
    o Volleyball
    o Practical Folio
• Group Activity (30%)

30% External Assessment
• Project
PHYSICAL EDUCATION - COMMUNITY STUDIES B

STATUS: NON-TERTIARY ADMISSION SUBJECT (NON-TAS)
CONTACT TEACHER: Nathan Steinberner

SKILL SET
Appropriate levels of language, literacy and numeracy to cope with the demands of this subject.

COURSE DESCRIPTION
A course designed to cater for those who wish to pursue an active and healthy lifestyle. The program has a focus on skill development and collaboration, with supporting theory, to aid students in developing their planning, organisational, collaborative, research, reflective and analytical skills.

CONTENT

<table>
<thead>
<tr>
<th>1. Practical Skills and Applications</th>
<th>2. Principles and Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Netball</td>
<td>• Exercise Physiology and Physical Activity</td>
</tr>
<tr>
<td>• Volleyball</td>
<td>• The Acquisition of Skills and the Biomechanics of Movement</td>
</tr>
<tr>
<td>• Badminton</td>
<td>• Issues Investigation</td>
</tr>
</tbody>
</table>

ASSESSMENT

70% School Assessment
• Folio

30% External Assessment
• Community Application Activity

NOTE
Students may undertake more than one Community Studies subject, but only one enrolment in each of the following fields of study:
• Humanities and the Community
• Science, Technology, Engineering, and Mathematics (STEM) and the Community
• Interdisciplinary Learning and the Community

Each student will show evidence of learning against some of the learning requirements described in Physical Education (Stage 2 TAS) and will also demonstrate learning through a community application activity that is based on the selected field of study.

Community Studies B subject options are suitable alternatives for students wanting to achieve SACE completion only.
OUTDOOR EDUCATION

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHERS: Greg Allen and Brad Newton

SKILL SET
A sound level of fitness and water confidence with the ability to swim at least 50 meters unassisted. Appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

COURSE DESCRIPTION
This subject focuses on the study of the human connection to natural environments through outdoor activities. Students learn practical skills to enable safe, enjoyable and adventurous outdoor activities. Students develop relationships with others and natural environments, their sense of self-reliance, as well as independent living skills and the ability to work with and lead others.

This subject may help lead to a career in environmental management, outdoor recreation, tourism, teaching or environmental sciences. Valuable life skills of risk management, group management, leadership, independence and resilience are developed throughout the course.

CONTENT
- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys – Snorkelling and Canoeing
- Sustainable Environmental Practices
- Leadership and Planning
- Self-Reliant Expedition

ASSESSMENT
70% School Assessment
- Folio (20%)
- Group Practical (30%)
- Individual Practical (20%)

30% External Assessment
- Environmental Issue Investigation

COMPULSORY REQUIREMENTS
- Snorkelling Camp – Yorke Peninsula - Monday to Friday - Term 1
  Staying at Stansbury Caravan Park
  Approx. Cost: $140.00
- Canoeing Skills Day - Garden Island
- Canoeing Camp - Chowilla Region – Monday to Thursday – Term 2
  Approx. Cost: $110.00
- Senior First Aid Certificate – 2 Days in Term 2
  Approx. Cost: $120.00
- Self-Reliant Canoeing Expedition – Tuesday to Friday – Term 3
  Approx. Cost: $140.00
LANGUAGES
SKILL SET
Successful completion of 20 credits of Stage 1 Italian, or by negotiation with Languages Coordinator.

COURSE DESCRIPTION
Students develop an understanding of how Italian is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Italian speaking communities and in their own community.

CONTENT
Topics are chosen from a variety of sources and deal with personal, historical and contemporary issues in Italy. These can include identity, family, friendship, school experiences, aspects of Italian culture such as festivals, food, music, television and food, regional diversity, tourism, technology and industry.

ASSESSMENT
70% School Assessment
- Folio (50%)
- In-depth Study (20%)

30% External Assessment
- Examination – Written and Oral
VIETNAMESE

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHERS: Van Dang and Michelle Moyle

SKILL SET
Successful completion of Stage 1 Vietnamese (or other formal study of Vietnamese outside of the College, to be confirmed by the Languages Coordinator).

COURSE DESCRIPTION
The major rationale for learning languages is that being able to communicate proficiently gives learners essential communication skills in Vietnamese, an intercultural capability, and an understanding of the role of language and culture in human communication. It provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world. Learning a language is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world. It also gives students the opportunity to strengthen their knowledge and understanding of how English functions.

CONTENT
Topics are chosen from a variety of sources and deal with personal, historical and contemporary issues in Vietnam. These can include identity, family, friendship, school experiences, aspects of Vietnamese culture such as festivals, food, music, television and, regional diversity, tourism, technology and industry.

ASSESSMENT
70% School Assessment
- Folio (50%)
- In-depth Study (20%)

30% External Assessment
- Examination – Written and Oral
MATHEMATICS
ESSENTIAL MATHEMATICS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Katie Brown

SKILL SET
Successful completion of 20 credits of any Stage 1 Mathematics course, or by negotiation with Mathematics Coordinator.

COURSE DESCRIPTION
Students have the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

CONTENT
A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject. The following topics are covered:
Topic 1: Scales, Plans and Models
Topic 2: Measurement
Topic 3: Business Applications
Topic 4: Statistics
Topic 5: Investments and Loans

ASSESSMENT
70% School Assessment
- Skills and Applications Tasks (30%)
- Folio (40%)
30% External Assessment
- Examination on Measurement, Statistics and Investments and Loans

COMPULSORY REQUIREMENTS
Students need to have their own TI84 plus graphing calculator for the learning and assessment of Essential Mathematics.
GENERAL MATHEMATICS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Katie Brown

SKILL SET
Successful completion of 20 credits of Stage 1 General Mathematics or Mathematical Methods, or by negotiation with Mathematics Coordinator.

COURSE DESCRIPTION:
General mathematics extends students’ mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics.

CONTENT
The following five topics are covered:
Topic 1: Modelling with Linear Relationships
Topic 2: Modelling with Matrices
Topic 3: Statistical Models
Topic 4: Financial Models
Topic 5: Discrete Models

ASSESSMENT
70% School Assessment
- Skills and Applications Tasks (40%)
- Mathematical Investigations (30%)
30% External Assessment
- Examination on Topics Statistical, Financial and Discrete Models

COMPULSORY REQUIREMENTS
Students need to have their own T184 plus graphing calculator for the learning and assessment of General Mathematics.
MATHEMATICAL METHODS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Katie Brown

SKILL SET
Successful completion of 30 credits of Stage 1 Mathematical Methods.

COURSE DESCRIPTION
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

CONTENT
The following topics are covered:
Topic 1: Further Differentiation and Applications
Topic 2: Discrete Random Variables
Topic 3: Integral Calculus
Topic 4: Logarithmic Functions
Topic 5: Continuous Random Variables and the Normal Distribution
Topic 6: Sampling and Confidence Intervals

ASSESSMENT
70% School Assessment
• Skills and Applications Tasks (50%)
• Mathematical Investigation (20%)
30% External Assessment
• Examination

COMPULSORY REQUIREMENTS
Students need to have their own TI84 plus graphing calculator for the learning and assessment of Mathematical Methods.
SPECIALIST MATHEMATICS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)
CONTACT TEACHER: Katie Brown

SKILL SET
Successful completion of 40 credits of Stage 1 Mathematical Methods.

COURSE DESCRIPTION
Specialist Mathematics draws on and deepens students’ mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models.

CONTENT
The following topics are covered:
Topic 1: Mathematical Induction
Topic 2: Complex Numbers
Topic 3: Functions and Sketching Graphs
Topic 4: Vectors in Three Dimensions
Topic 5: Integration Techniques and Applications
Topic 6: Rates of Change and Differential Equations

ASSESSMENT
70% School Assessment
  • Skills and Applications Tasks (50%)
  • Mathematical Investigation (20%)
30% External Assessment
  • Examination

COMPULSORY REQUIREMENTS
Students need to have their own TI84 plus graphing calculator for the learning and assessment of Specialist Mathematics.
**BIOLOGY**

**STATUS:** TERTIARY ADMISSION SUBJECT (TAS)

**CONTACT TEACHER:** Joseph Koszegi

**SKILL SET**
Successful completion of Stage 1 Biology (either a full year or semester 2 only) and appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

**COURSE DESCRIPTION**
Students learn about the cellular structures and functions of a range of organisms and how they have evolved over time. 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.

**CONTENT**
The course revolves around four major themes with the three strands to be integrated throughout student learning:

<table>
<thead>
<tr>
<th>Themes</th>
<th>Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1: DNA and Proteins</td>
<td>Science inquiry skills</td>
</tr>
<tr>
<td>Topic 2: Cells as the Basis of Life</td>
<td>Science as a human endeavor</td>
</tr>
<tr>
<td>Topic 3: Homeostasis</td>
<td>Science understanding</td>
</tr>
<tr>
<td>Topic 4: Evolution</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**

*70% School Assessment*
- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

*30% External Assessment*
- Examination

**COMPULSORY REQUIREMENTS**
Additional approximate purchase costs include: Workbook $55 and Revision guide $26.
CHEMISTRY

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: Chris Soar

SKILL SET
Successful completion of 20 credits of Stage 1 Chemistry and appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

COURSE DESCRIPTION
Students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. They undertake a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the Earth's resources and the impact of human activities on the environment. They develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

CONTENT
The course consists of four major topics:

<table>
<thead>
<tr>
<th>Monitoring the Environment</th>
<th>Managing Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate Change</td>
<td>Energy</td>
</tr>
<tr>
<td>Photochemical Smog</td>
<td>Water</td>
</tr>
<tr>
<td>Volumetric Analysis</td>
<td>Soil</td>
</tr>
<tr>
<td>Chromatography</td>
<td>Materials</td>
</tr>
<tr>
<td>Atomic Spectroscopy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Managing Chemical Processes</th>
<th>Organic and Biological Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rates of Reaction</td>
<td>Alcohols</td>
</tr>
<tr>
<td>Equilibrium and Yield</td>
<td>Aldehydes</td>
</tr>
<tr>
<td>Optimising Production</td>
<td>Ketones</td>
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<td></td>
<td>Amines</td>
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<td></td>
<td>Carboxylic Acids</td>
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<td></td>
<td>Esters</td>
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<td>Amides</td>
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<td>Proteins</td>
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<tr>
<td></td>
<td>Triglycerides</td>
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<tr>
<td></td>
<td>Carbohydrates</td>
</tr>
</tbody>
</table>

ASSESSMENT
70% School Assessment
- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

30% External Assessment
- Examination

COMPULSORY REQUIREMENTS
Additional approximate purchase costs include a Workbook ($58) and Revision guide ($26).
PHYSICS

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHERS: Mark Gatti and Gabrielle Anderson

SKILL SET
Successful completion of 20 credits of Stage 1 Physics and appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.
Successful completion of units from Stage 1 Mathematical Methods is strongly recommended.

COURSE DESCRIPTION
This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, relativity, electricity and magnetism and light and atoms. Students solve problems, develop investigation design skills, and communicate through practical and other learning activities. They explore science as a human endeavour and develop an understanding of the complex ways in which science interacts with society.

CONTENT
The course consists of three major topics:

Motion and Relativity
- Projectile Motion and Uniform Rotational Motion
- Gravitation, Satellites and Kepler’s Laws and planetary motion.
- Relativity

Electricity and Magnetism
- Electric Fields and Motion of charged particles in Electric Fields
- Magnetic Fields and motion of charged particles in Magnetic Fields
- Electromagnetic Induction

Light and Atoms
- Wave behaviour of light and Wave-Particle duality
- Atomic structure and excitation
- The Standard Model and subatomic particles

ASSESSMENT
70% School Assessment
- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

30% External Assessment
- Examination

COMPULSORY REQUIREMENTS
Students will need to purchase study materials costing approximately $60.
PSYCHOLOGY

STATUS: TERTIARY ADMISSION SUBJECT (TAS)

CONTACT TEACHER: David Smith and Nancy Belperio

SKILL SET
Successful completion of a Stage 1 Science subject (full year or semester) and appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

COURSE DESCRIPTION
Students learn to understand their own behaviours and the behaviours of others. They apply psychological knowledge to improve outcomes and experiences in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Students are involved in the collection and analysis of qualitative and quantitative data. They develop skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

CONTENT
There are six compulsory topics
- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Healthy Minds
- Psychobiology of Altered States of Awareness

ASSESSMENT
70% School Assessment
- Investigations Folio (30%)
- Skills & Applications Tasks (40%)

30% External Assessment
- Examination
SKILL SET
Successful completion of a Stage 1 Science subject (full year or semester) and appropriate levels of language, literacy and numeracy to cope with the demands of a Year 12 TAS.

COURSE DESCRIPTION
Through Scientific Studies, students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena and to draw evidence-based conclusions from investigations of science-related issues. The overarching theme will provide opportunities for students to explore links between learning in science and in other areas, and to discuss historical, social, ethical and environmental contexts.

CONTENT
Students will be presented with a Scientific Theme as a basis for their investigations. They will then Performa a range of investigations which may include one or more of the following types:

- Designing practical investigations
- Investigating scientific claims
- Investigating Scientific myths
- Investigating the accuracy of equipment or models
- Delivery of workshops
- Preparation and participation in a debate
- Developing simulations or models
- A response to Science in the media
- SHE Investigations
- Individual and collaborative inquiry investigations
- Developing scientific inquiry ideas in a Journal

ASSESSMENT
70% School Assessment
- Inquiry Folio (Inquiry design proposal and implementation of Science Inquiry skills, Science as a Human Endeavour (SHE) focus investigation)
- Collaborative Inquiry (collaboratively design and conduct an investigation where the outcome is uncertain)

30% External Assessment
- Individual inquiry (individual design, conduct and report the findings of an investigation with an uncertain outcome)

COMPULSORY REQUIREMENTS
There may be some small costs for materials required for the independent external assessment depending on the specific experiment the student chooses to do. Generally, these costs range between $20 and $50.
WHAT IS VET?
Vocational Education and Training (VET) is a term used to describe vocational education and training accreditation which helps prepare people for work. VET operates through a national system based on industry training packages from the Australian Quality Training Framework (AQTF) and courses are delivered, assessed, and certified by Registered Training Organisations (RTOs), e.g. TAFE SA.

WHY CHOOSE VET AND BENEFITS OF VET?
VET courses provide students with the opportunity to acquire practical work-related skills and the supporting knowledge which can assist in getting an excellent job in many fields. VET courses are appropriate for students who wish to explore or already have a particular pathway of interest such as, Fitness and Recreation, Community Services areas of Early Childhood Education and Care, Ageing and Disabilities, Business, Hair and Beauty and various trades. VET allows young people to experience the world of work in a range of occupations whilst still at school. All VET courses are accredited towards the SACE, and they also allow students an opportunity to gain a nationally recognised qualification, which can then be used to link into further education and training. Completing VET units/courses while at school is often cheaper than what is available post-school.

The universities recognise the value of VET and allow access and some credit transfer for Certificate IV, Diploma and Advanced Diploma qualifications. TAFE SA also has dual pathway options into university studies.

VET ENTRY REQUIREMENTS
VET courses are available to students in Years 11 and 12 at Thomas More College, however there are some instances where Year 10 students may be offered introductory training. Each training course may have specific entrance requirements depending upon the level to be studied. However, all courses will require appropriate levels of language, literacy and numeracy.

SACE COMPLETION USING VET
The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. The SACE enables students to include a significant amount of VET in their SACE studies. The SACE Board governs whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can earn 5 SACE credits for successfully completing 35 nominal hours of VET, and 10 credits for 70 nominal hours. After successfully completing the compulsory SACE subjects, students may complete the remainder of the SACE via qualifying Stage 1/Stage 2 VET courses. At Thomas More College, all students are encouraged to consider gaining VET certificate qualifications in line with their career aspirations. For more information on how the SACE Board accredits/recognises VET study, students can refer to the SACE VET Recognition Register at VET in the SACE.

VET and ATAR
Only one completed qualifying VET certificate can be used as part of the flexible 30 credit University Aggregate calculation used to generate an ATAR. The scaled score given to the
completed qualifying certificate course is obtained from the average of the other 70 credits of completed TAS subjects. Generally, only Certificate III level or higher courses are eligible to be used for ATAR generation, but there are exceptions.

THE TRAINING GUARANTEE FOR SACE STUDENTS
The Training Guarantee for SACE Students (TGSS) is for students who know they want to start a planned vocational pathway. Students undertake VET while they are at school and continue it after they leave. The TGSS means students can start their certificate qualification pathway at school and have a guaranteed funded place at an identified RTO to complete it when they leave. The TGSS means that there are no tuition fees for a Certificate II qualification and subsidised fees for a Certificate III qualification. The State Government places strict eligibility criteria and conditions on providing the funding to students via the TGSS.

To be eligible for TGSS you must be:

- 16 years of age or over
- Enrolled in SACE at school
- Intending or already engaged in an approved VET pathway.
- The TGSS will guarantee a subsidised place at an identified RTO if:
  1. The student is enrolled in and working towards completing the SACE, including at least 30 SACE credits of nationally accredited VET in certain qualifications and at least 140 hours of relevant work placement in an identified, approved qualification
  2. After finishing school, the student intends to complete at an identified RTO a Certificate III (or higher) VET qualification
  3. The student does not intend to take a break or gap year after finishing school.

Only qualifications identified on the Funded Training List / Subsidised Training List are available under TGSS. More information is available at Training guarantee for SACE students.

DELIVERY MODES
VET can be studied in several ways. These include face to face delivery using class and practical based materials, supported on-line material or in a mixed mode manner. Students generally respond better in face to face delivery sessions. Structured Work Placement is now compulsory for many qualifications. Failure to complete the Structured Work Placement requirement, where applicable, will prevent the student from obtaining the full qualification and the loss of credit towards SACE.

ACADEMIC RESPONSIBILITIES
Students completing VET courses face to face or doing work placements will be out of the College at certain times and hence may miss other classes/events. This requires students engaged with VET studies to be well organized and be prepared to work closely with their subject teachers/coordinators to negotiate subject learning requirements.

TRANSPORT
Where students are required to attend a RTO for face to face training, or complete a Work Placement, students will be expected to make their own way to and from the venue. Normal school policies apply to the transportation of other students in private vehicles.
NEGOTIATED PATHWAYS
As VET courses accumulate SACE credits, students whose intention it is to achieve their SACE only, as opposed to attempting to qualify for an ATAR, may be able negotiate the number of subjects attempted across Year 11 and 12.

DRESS CODE
For face to face training and work placements, the RTO or worksite will outline the requirements in terms of what is required to be worn. This will also specify the appropriate Personal Protective Equipment (PPE) that may be required.

BEHAVIOUR
Students are expected to abide by the behaviour codes applicable in the training venues and workplaces. Where it is not clear as to the precise codes of conduct then normal school behaviour codes apply. RTO’s reserve the right to dismiss students from training programs for serious breaches of behaviour or serious breaches of their Occupational Health and Safety rules.

DURATION OF COURSES
Courses can be expected to run from anywhere between 6 - 18 months. The time frames are only recommendations and hence may be completed quicker, (and in some cases longer) than expected. Year 12 students are unable to choose courses which are expected to run for more than 12 months. Year 12 students who are using VET to complete their SACE or to generate an ATAR, will be expected to complete any 12 month or less courses by the completion of the Term 3/4 holiday break.

UNIQUE STUDENT IDENTIFIER (USI)
All VET students are required to obtain and provide a unique personal training identification code. This is a permanent code linked to a student’s lifetime of training. This is obtained via Australian Government USI.

COSTS
Costs incurred by the College for training provided by an RTO involve a great deal of complexity.

RTO training fees work on a contractual system whereby once an enrolment is accepted, payment is expected and a no-refund policy applies. Costs for the same units/courses provided by different RTOs can vary greatly and can also be very different from one year to the next. Depending on the units/course selected the full RTO fee can be as much as $800 per semester.

The College incurs additional costs in supporting and administering the various delivery modes of the training. These include factors such as; staff management of the SACE/VET Training plan, staff attendance at RTOs, student support and supervision at school, administration and supervision of elements relating to; SACE, TGSS, School-Based Apprenticeships, Work Placement and RTO correspondence.

The College has a commitment to keeping training costs as low as possible for families. As each individual student situation will be unique, costs incurred by families for students undertaking training will be negotiated based on the specific needs and requirements of each student. In
general, costs to families will be determined prior to any VET enrolment and will be based on the student’s remaining semesterised subject load at the College.

The College subsidises VET fees for courses up to and including Certificate III qualifications. Where students do not complete training as arranged, the full cost of the unit /course in which the student was enrolled may be charged back to families.

The following pages provide a list of courses available to students. It is possible that students can do other VET courses which begin at various times during the year. Please communicate with Mrs Lynda Stewart if you are interested in a pathway which is not listed.
<table>
<thead>
<tr>
<th>Year Level</th>
<th>Certificate Title</th>
<th>Code</th>
<th>Expected Maximum Completion Time</th>
<th>Number of SACE Credits awarded at Stage 1 or 2 (guide only)</th>
<th>Work Placement Hrs</th>
<th>Intended Registered Training Organisation</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANIMAL STUDIES</strong></td>
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<tr>
<td>11</td>
<td>Certificate II in Animal Studies</td>
<td>ACM20110</td>
<td>1 semester</td>
<td>Stage 1 50-60 credits</td>
<td>Nil</td>
<td>TAFE SA</td>
<td>At Gilles Plains</td>
</tr>
<tr>
<td>11 and 12</td>
<td><strong>BUSINESS</strong></td>
<td></td>
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<tr>
<td>11 and 12</td>
<td>Certificate III in Business</td>
<td>BSB30115</td>
<td>2 semesters</td>
<td>Stage 2 70-75 credits</td>
<td>Nil</td>
<td>Training Prospects, Queensford College or Foundation Education</td>
<td>At RTO or Thomas More College</td>
</tr>
<tr>
<td>11 and 12</td>
<td><strong>COMMUNITY SERVICES</strong></td>
<td></td>
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<tr>
<td>11 and 12</td>
<td>Certificate III in Early Childhood Education and Care</td>
<td>CHC30113</td>
<td>3 semesters</td>
<td>Stage 2 110-115 credits</td>
<td>120</td>
<td>Queensford College, Australian Workplace Training or Foundation Education</td>
<td>At RTO or Thomas More College</td>
</tr>
<tr>
<td>11 and 12</td>
<td>Certificate III in Individual Support (Ageing)</td>
<td>CHC33015</td>
<td>2 semesters</td>
<td>Stage 2 95-100 credits</td>
<td>120</td>
<td>Queensford College or Australian Workplace Training</td>
<td>At RTO</td>
</tr>
<tr>
<td>11 and 12</td>
<td>Certificate III in Individual Support (Disability)</td>
<td>CHC33015</td>
<td>2 semesters</td>
<td>Stage 2 95-100 credits</td>
<td>120</td>
<td>Queensford College, or Australian Workplace Training</td>
<td>At RTO</td>
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<tr>
<td>11 and 12</td>
<td><strong>DIGITAL MEDIA</strong></td>
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<tr>
<td>11 and 12</td>
<td>Certificate III in Information Digital Media and Technology – Media focus</td>
<td>ICT30115</td>
<td>2 semesters</td>
<td>Stage 2 90-95 credits</td>
<td>Nil</td>
<td>AIE</td>
<td>In Adelaide CBD</td>
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<tr>
<td>Course</td>
<td>Code</td>
<td>Duration</td>
<td>Stage</td>
<td>Credits</td>
<td>Provider</td>
<td>Location</td>
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<tr>
<td>Certificate II in Salon Assistant</td>
<td>SHB20216</td>
<td>2 semesters</td>
<td>Stage 1</td>
<td>45 credits</td>
<td>TAFE SA</td>
<td>At Elizabeth, City, Tea Tree Gully</td>
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<tr>
<td>Certificate III in Beauty Services</td>
<td>SHB30115</td>
<td>4 semesters</td>
<td>Stage 2</td>
<td>65-70 credits</td>
<td>TAFE SA</td>
<td>At Elizabeth, City, Tea Tree Gully</td>
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<tr>
<td>Certificate III in Make-Up</td>
<td>SHB30215</td>
<td>3 semesters</td>
<td>Stage 2</td>
<td>65 credits</td>
<td>TAFE SA</td>
<td>At Elizabeth, City, Tea Tree Gully</td>
<td></td>
</tr>
<tr>
<td>Certificate III in Music Industry</td>
<td>CUA30915</td>
<td>2 semesters</td>
<td>Stage 2</td>
<td>55-60 credits</td>
<td>TBA</td>
<td>Music SA</td>
<td>In Adelaide CBD</td>
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<tr>
<td>Certificate II in Sport and Recreation</td>
<td>SIS20115</td>
<td>2 semesters</td>
<td>Stage 1</td>
<td>35-40 credits</td>
<td>Foundation Education</td>
<td>At Thomas More College</td>
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<tr>
<td>Certificate III in Sport and Recreation</td>
<td>SIS30115</td>
<td>2 semesters</td>
<td>Stage 2</td>
<td>55 credits</td>
<td>Foundation Education</td>
<td>At Thomas More College</td>
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</tr>
<tr>
<td>Certificate III in Fitness</td>
<td>SIS30315</td>
<td>2 semesters</td>
<td>Stage 2</td>
<td>95-100 credits</td>
<td>Queensford College or Foundation Education</td>
<td>In Adelaide CBD or at Thomas More College</td>
<td></td>
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<tr>
<td>Certificate II in Automotive Servicing Technology</td>
<td>AUR20516</td>
<td>3 semesters</td>
<td>Stage 2</td>
<td>50 credits</td>
<td>Grand Junction Trade Training Centre</td>
<td>At Gillies Plains</td>
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<tr>
<td>Certificate II in Construction</td>
<td>CPC20112</td>
<td>2 semesters</td>
<td>Stage 1</td>
<td>50-70 credits</td>
<td>Training Prospects</td>
<td>At Elizabeth (Class numbers apply)</td>
<td></td>
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<tr>
<td>Certificate II in Metal Roofing and Cladding</td>
<td>CPC20812</td>
<td>3 semesters</td>
<td>Stage 1</td>
<td>50-70 credits</td>
<td>Grand Junction Trade Training Centre</td>
<td>At Gillies Plains</td>
<td></td>
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<tr>
<td>Partial Certificate III in Visual Arts (Photo Imaging stream)</td>
<td>CUA31115</td>
<td>2 semesters</td>
<td>Stage 2</td>
<td>70-75 credits</td>
<td>Marden Senior College</td>
<td>At Marden</td>
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