



Level: Stage 2

Subject Name: Aboriginal Studies

Prerequisites: Nil

Assumed knowledge: Nil

Course Summary:

Stage 2 Aboriginal Studies is a 20-credit subject.

Through learning with and from Aboriginal peoples and communities and deconstructing past experiences, students develop and apply their understanding of the diversity of community and how past influences and impacts affect individual perspectives on diversity, identity, cultural expressions and contemporary experiences. They develop and deepen their respect, empathy, and insight into experiences of significance to Aboriginal people. Students develop and extend respectful ways of thinking, responding, and acting and are empowered to take action in support of social justice.

Assessments:

<i>School-based Assessment</i>	<i>Weighting</i>
Assessment Type 1: Learning Journey <ul style="list-style-type: none"> ● Diversity and Identities ● Cultural Expressions ● Contemporary Experiences. 	40%
Assessment Type 2: Social Action <ul style="list-style-type: none"> ● This enables students' to collaboratively plan and implement a social action which communicates their learning and aims to deepen their own understanding, and the understanding of the school or local community. 	30%
<i>External Assessment</i>	
Assessment Type 3: Acknowledgment <ul style="list-style-type: none"> ● Students choose a topic of own choice 	30%



Level: Stage 2

Subject Name: Biology

Prerequisites: Nil

Assumed knowledge: Stage 1 Biology

Course Summary:

Biology is a 20-credit subject at Stage 2.

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

Course content:

- The three strands of science to be integrated throughout student learning are:
 - science inquiry skills
 - science as a human endeavour
 - science understanding.
- The topics for Stage 2 Biology are:
 - Topic 1: DNA and Proteins
 - Topic 2: Cells as the Basis of Life
 - Topic 3: Homeostasis
 - Topic 4: Evolution

Assessments:

The following assessment types enable students to demonstrate their learning in Stage 2 Biology:

- School Assessment (70%)
 - Assessment Type 1: Investigations Folio (30%)
 - Assessment Type 2: Skills and Applications Tasks (40%).
 - External Assessment (30%)
 - Assessment Type 3: Examination (30%).
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Level: Stage 2

Subject Name: Business and Enterprise

Prerequisites: None

Assumed knowledge: None

Course Summary:

The teaching and learning program follows the requirements of the 20-credit subject, covering the core topic: 'The Business Environment' and two option topics: 'People, Business, and Work', and 'Business and Marketing'.

The program enables students to undertake a study of the business environment, recognising that it is dynamic and has economic, ethical, social, and environmental implications and consequences. The program provides a range of methodologies and assessment tasks to stimulate, challenge, and extend all students in the group.

This program provides the opportunity for students to undertake independent research that can expand their understanding of business and the importance of the role of business in our community. Independent research provides scope for the range of abilities in the class, and the opportunity to further develop their ability to communicate findings on business structure and success.

Course content:

Semester 1:

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Core Topics - The Business Environment and
- People, Business and Work

Semester 2:

- Business and Marketing

ASSESSMENT:

- Folio - 30% *Extended written response*
 - *Test (Core Topic)*
 - *Research Task – Local Business Area*
- Practical - 20% *Marketing Plan*
- Issues Study - 20% *Workplace Issue*
- External Assessment - 30%



Level: Stage 2

Subject Name: Chemistry

Prerequisites: Stage 1 Chemistry

Assumed knowledge: solving linear equations

Course Summary:

The study of Chemistry offers students opportunities to consider the use that human beings make of the planet's resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

Scientific inquiry commonly involves teams of people with diverse skills and knowledge. Chemists can contribute to such teams through their study of the properties, uses, means of production, and reactions of natural and processed materials. Chemists also make a critical study of the social and environmental impact of materials and chemical processes. Their skills in observation, and in designing and performing experiments, make an important contribution to advances in scientific theories.

Through the study of chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them.

Stage 2 Chemistry provides students with knowledge and skills to be able to undertake Science and Maths Degrees at university. It is essential for students wishing to apply for medicine.

Course content:

Semester 1:

- Elemental and Environmental Chemistry
- Analytical Chemistry
- Organic Chemistry

Semester 2:

- Organic Chemistry
- Using and Controlling Chemical Reactions
- Materials

Assessments:

- 8 Topic tests
- 3 Practical Reports
- 1 Issues Investigation



Level: Stage 2

Subject Name: Child Studies

Prerequisites: Nil

Assumed knowledge: Stage 1 Child Studies

Course Summary: Child Studies is a 20-credit (full year) course which focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, evaluation and practical skills, applied to a variety of contexts.

Children's lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities. Students investigate and reflect on ethical issues related to Child Development, the health and well-being of children, and the legal and ethical aspects of child protection.

Course content:

- *Sensory Development - Sensory Playmat*
- *Education & Children in Poverty - Learning Aid*
- *Literacy in Social and Emotional Development - Children's Storybook*
- *Children and Technology - Father's Day Activity*
- *Child Nutrition - Group Food Activity*
- *Community perspectives - Support for Carers*

ASSESSMENTS

Assignments are assessed through Research, Action Plans, Practical tasks and Evaluation, using the following criteria:

- Investigation and critical analysis
- Problem-solving
- Practical application
- Collaboration
- Evaluation.

Summary of Assessed Tasks

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



Level: Stage 2

Subject Name: Design and Technology - Material Products 2

Prerequisites: *Design & Technology Stage 1*

Assumed knowledge: *Design & Technology Stage 1*

Course Summary:

Students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product.

Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. The course is focused on wood, but can include materials such as metals, plastics and composites.

Course content:

- *Material Products* – students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include wood.

Assessments:

- Two production tasks from working drawings (5% ea.) 10%
- Materials investigation 10%
- Design brief, ideas and planning of own product, including investigation of issue related to product 30%
- Produce item designed in Folio 50%



Level: Year 12

Subject Name: Year 12 Drama

Prerequisites: At least one semester of Year 11 Drama recommended.

Assumed knowledge: Year 11 Drama

Course Summary: The subject is offered in 5 x 45-minute lessons per week. Students explore a range of texts and undertake research into innovators in Drama to prepare for the Group Presentation (Assessment Type 1). Although students are assessed individually, the group analysis and presentation takes a variety of forms, including performance, workshop or tutorial. During the preparation, students keep a record of evidence that is submitted either before or after the presentation. This provides supporting evidence of their analysis and demonstrates their knowledge, understanding and application. Each student produces a Folio (Ass. Type 2) containing a report that connects to their own experiences of making a dramatic work in Assessment Type 4, performance. Students view, review, study, and analyse a range of live or recorded theatrical performances and produce either two reviews or one comparative review. Students investigate and respond to a play script, or investigate and respond to a dramatic innovator by creating a question that they answer through an Interpretative Study (Ass. Type 3). Students are supported to provide relevant evidence including research, or influences from additional sources. For the external assessment, students perform in an on or off-stage role or an individual presentation.

Course content:

Semester 1:

- Interpretative Study.
- Performance (on or off stage role) OR Individual Study.
- Group Performance Report
- Review live theatre production

Semester 2:

- Review of live theatre production
- Group Presentation

Assessments:

- School Assessment (70%)
 - Assessment Type 1: Group Presentation (20%)
 - Assessment Type 2: Folio (30%)
 - Assessment Type 3: Interpretative Study (20%)
 - External Assessment (30%)
 - Assessment Type 4: Performance (30%).
-



Level: Stage 2

Subject Name: English Literary Studies

Prerequisites: Year 11 English with an assumed knowledge of above average text analysis skills.

Course Summary:

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

Course content:

Semesters 1 & 2:

- Responding to Texts - study of a novel, poetry, a play and film, including a critical perspectives task.
- Creating Texts - a creative writing task and a transformative task with a writer's statement.
- External assessment: Comparative Text study and 90 minute exam - a critical analysis on an unseen text.

Assessments:

- 70% Moderated assessment for Responding to texts and Creating Texts tasks
 - 30% External Assessment of 15% each for the Comparative Text Study and Exam.
-



Level: Stage 2

Subject Name: English.

Prerequisites: Year 11 English.

Course Summary:

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. They 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.

Course content:

Semesters 1 & 2:

- Responding to Texts - study of poetry, a play and film, including an oral presentation.
- Creating Texts - a creative writing task, a monologue and a magazine article with a writer's statement.
- External assessment: Comparative Analysis Task - 30%

Assessments:

- 70% Moderated assessment for Responding to texts and Creating Texts Tasks
 - 30% External Assessment for the Comparative Analysis Task.
-



Level: Stage 2

Subject Name: Stage 2 Food and Hospitality

Prerequisites: Nil

Assumed knowledge: Stage 1 Food and Hospitality

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

Course content:

- Food safety: **Cafe Desserts**
- Contemporary trends: **All Day Breakfasts**
- Environmental and Economic concerns: **Gift baskets**
- Technological Development: **Product development**
- Contemporary Australian Cuisine: **Fusion Food**
- Roles and Responsibilities in Hospitality: **Restaurant**

Assessments:

The following assessment types enable students to demonstrate their learning in Stage 2 Food and Hospitality:

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



Level: Stage 2

Subject Name: General Mathematics

Prerequisites: Stage 1 General Mathematics

Assumed knowledge: Good general numeracy skills.

Course Summary:

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices, and discrete models. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Course content:

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

Assessments:

- Five tests on each of the topics studied. - 40%
- Two Investigations - 30%
 - Financial Models: Exploring debt on a home loan
 - Discrete Models: Hungarian Algorithm
- External Examination - 30%



Level: Stage 2

Subject Name: Information Processing and Publishing

Prerequisites: Nil

Assumed knowledge: Stage 1 Information Processing and Publishing

Course Summary:

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications, and evaluate the development process.

Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Course content:

- Desktop Publishing
- Electronic Publishing

Assessments:

- 5 Practical Skills Tasks - 40%
 - 2 Issues Analysis Reports - 30%
 - External Project - 30%
-



Level: Stage 2

Subject Name: Information Technology

Prerequisites: Nil

Assumed knowledge: Stage 1 Information Technology

Course Summary:

Information Technology is a 20□credit subject at Stage 2.

Information technology is a dynamic area characterised by frequent change. The use of information technology systems has changed how tasks and jobs are undertaken, creating new opportunities in many aspects of people’s lives. By studying Information Technology, students have the opportunity to develop the knowledge, skills, and attitudes required to be active, informed, and self-reliant members of society who are able to both initiate and manage change.

The study of information technology systems allows students to critically analyse the limitations and consequences of present technologies and to consider the implications of potential technologies. Students develop the ability to critically analyse and reflect on issues related to the increased use of and dependence on computer-based systems in society, and the ethics associated with these issues. They gain an understanding of the potential of information technology to support what people do today and what they will do in the future.

Students learn how a computer-based system comprises people, software, and hardware, and how to apply their knowledge and skills to a range of methods to collect and process data, and transmit and produce information.

Course content:

- Information Systems (Core Topic)
- Computer and Communication Systems (Core Topic)
- Website Programming (Optional Topic)
- Application Programming (Optional Topic)

Assessments:

- 3 Skills Tasks - 30%
 - 4 Folio Tasks - 20%
 - Project - 20%
 - External Exam - 30%
-



Level: Stage 2

Subject Name: Mathematical Methods

Prerequisites: Stage 1 Mathematical Methods

Assumed knowledge: Nil

Course Summary:

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.

Course content:

- Calculus
 - Differential Calculus
 - Logarithmic Functions
 - Integral Calculus
- Statistics
 - Discrete Random Variables
 - Continuous Random Variables
 - Sampling and Confidence Intervals

Assessments:

- 6 tests across the topics studied. - 50%
 - 1 investigation - 20%
 - External Examination - 30%
-



Level: Stage 2

Subject Name: Modern History

Prerequisites: None

Assumed knowledge:

Course Summary:

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation (Germany), and of interactions between or among nations. Students also explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945 (Vietnam and Cambodia), and consider their impact on the contemporary world.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Course content:

Topic 1: Modern Nations: Germany 1918 to 1948

1. The liberal experiment (great change and uncertainty socially, politically, economically)
2. The road to dictatorship (the path from democracy to Nazi dictatorship)
3. The Nazi state in peace and war

Topic 2: The World since 1945: National Self-determination in South-East Asia (Vietnam and Cambodia)

1. The case for national self-determination
2. Building national identity
3. The impact of significant individuals, groups, and movements
4. New nation state

Assessments:

The following assessment types enable students to demonstrate their learning in Stage 2 Modern History:

- School Assessment (70%)
 - Assessment Type 1: Historical Skills (50%) Five tasks.
 - Assessment Type 2: Historical Study (20%) Students choose their own topic to research.
- External Assessment (30%)
 - Assessment Type 3: Two hour Examination (30%) This consists of one essay question from the Germany topic, and a Source Analysis.



Level: Stage 2

Subject Name: Music

Prerequisites: Stage 1 Music

Assumed knowledge:

Students are assumed to have attained a performance standard that reflects at least 3 years of development on their instrument for 'Solo Performance' and 'Ensemble Performing', and Grade 4 AMEB theory (or equivalent standard) for 'Musicianship' and 'Composing and Arranging'.

Course Summary:

Stage 2 Music is constructed of eight 10-credit subjects, of which the Emmaus Christian College offers five - 'Composing and Arranging', 'Ensemble Performance', 'Musicianship', 'Music Technology' and 'Solo Performance'. Students can choose to study up to four of these subjects.

Music is human expression in sound. It is an integral part of life, transcending social and cultural boundaries and reflecting the health, vitality, and spiritual well-being of society.

Composing and Arranging

Stage 2 Composing and Arranging is a 10-credit subject in which students' musical imagination and creativity are developed by composing and/or arranging musical works.

The exploration of a range of techniques and styles develops students' appreciation of arranging and/or composing as a creative music-making process. Analysing their own compositions and/or arrangements gives students the opportunity to discuss and present their ideas about their work clearly and confidently.

Through the process of completing a number of compositions and/or arrangements, students develop the skills to pursue composing and/or arranging in further study or as a career.

Students are introduced to a variety of composing and arranging techniques by listening to music and taking part in activities that explore the different devices, techniques, and styles of composing and/or arranging. Students develop their skills in analysis and observation as they deepen their knowledge and understanding of composing and/or arranging techniques.

Students experiment with the manipulation of rhythm, melody, harmony, form and structure, texture, and choice of medium, to create imaginative and individual compositions and/or arrangements.



School Assessment (70%)

- Assessment Type 1: Folio of Minor Works (50%)
- Assessment Type 2: Commentary (20%)

External Assessment (30%)

- Assessment Type 3: Major Work.

Students should provide evidence of their learning through four, five, or six assessments, including the external assessment component. Students undertake:

- two, three, or four minor works for the folio
 - one commentary
 - one major work with analysis.
-

Ensemble Performance

Course Summary:

Stage 2 Ensemble Performance is a 10-credit subject that develops students' skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

Students develop ensemble performance skills as well as aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions in ensemble performance. Students are required to participate in regular rehearsals and performances, some of which may be outside school hours.

Ensemble Performance gives students the opportunity to extend their practical music-making skills, aural perception, and musical appreciation in an ensemble performance setting. Ensemble Performance not only results in musical outcomes, but also encourages the development of personal characteristics such as confidence and the ability to communicate sensitively and work cooperatively. Students have the opportunity to contribute to the cohesiveness of the ensemble and engage the audience.

It is recommended that students participate in a school ensemble. If, however, there is not a suitable school ensemble, students may, at the teacher's discretion, participate in a community ensemble.

Course content:

Semester 1:

- Term 1 Performance - formative assessment (7 to 9 minutes)
- Term 2 Performance - AT1 (9 to 11 minutes)

Semester 2:

- Term 3 Performance - AT2 (11 to 13 minutes)
- Term 4 Performance - AT3 (10 to 12 minutes)

Repertoire for the year must be a minimum of 20 minutes. Students will have mock performances to prepare for each of the assessments. Students are required to provide evidence of their individual parts. This evidence should be chosen by the teacher, be unprepared, and consist of 2 to 3 minutes.

Assessments:



School Assessment (70%)

- Assessment Type 1: First Performance (30%)
- Assessment Type 2: Second Performance (40%)

External Assessment (30%)

- Assessment Type 3: Final Performance (30%)
-

Musicianship

Stage 2 Musicianship is a 10-credit subject. The following three areas of study, which constitute the core concepts, must be covered:

- Theory, Aural Recognition, and Musical Techniques
- Harmony
- Arrangement.

Theory, Aural Recognition, and Musical Techniques

Students develop their aural acuity and ability to acquire fundamental, functional musical knowledge, and associated aural, theoretical, and notational skills. Students learn theory, aural recognition, and musical techniques in a variety of contexts through a variety of learning activities. Students develop their understanding of the relationship between theoretical notation and sound, using aural and visual recognition, and notation.

Harmony

Students learn to harmonise a melody in a jazz-related style by applying theoretical knowledge.

Arrangement

Each student creates a notated arrangement of a melody of his or her choice, taken from the existing repertoire (not created by the student). The arrangement is submitted with a score using standard notation (including the transposed score if transposing instruments have been used), a recording, and a statement outlining the ideas used in, and the musical intention of, the arrangement.

Assessments:

School Assessment (70%)

- Assessment Type 1: Skills Development (30%)
- Assessment Type 2: Arrangement (40%)

External Assessment (30%)

- Assessment Type 3: Examination (30%).

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

- two skills development assessments
- one arrangement and one statement



- one examination.
-

Music Technology

Stage 2 Music Technology is 10-credit subject that is designed to develop students' skills in, and knowledge of, music technology. Students should study a selection of the following topics, including at least one suggested core topic and at least one suggested option topic. Students demonstrate the application of the skills and knowledge they gain by completing a series of projects and commentaries on the projects.

Suggested Core Topics

- Acoustics
- The Mixing Console
- Microphones
- Digital Audio Basics
- Signal Processing
- Aural Analysis

Suggested Option Topics

- MIDI
- The Recording Process
- Loops and Waves

Assessments:

School Assessment (70%)

- Assessment Type 1: Folio — Part 1 (40%)
- Assessment Type 2: Folio — Part 2 (30%)

External Assessment (30%)

- Assessment Type 3: Major Project (30%).

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

- three minor projects, including three commentaries for Folio — Part 1 (one commentary for each project)
 - two minor projects, including two commentaries for Folio — Part 2 (one commentary for each project)
 - one major project with commentary.
-

Solo Performance

Stage 2 Solo Performance is a 10-credit subject that develops students' skills on a chosen instrument or their voice, and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

Students also develop skills in preparing and presenting public performances, aural



perception and musical sensitivity, and awareness of style, structure, and historical conventions in solo performance.

Solo Performance gives students the opportunity to extend their technical and performance skills on their chosen instrument or their voice, and to use this expertise as a means of developing musical expression.

Solo Performance not only results in musical outcomes but also encourages the development of personal characteristics such as confidence and the ability to communicate sensitively and work cooperatively.

Course content:

Semester 1:

- Term 1 Performance - formative assessment (6 to 8 minutes)
- Term 2 Performance - AT1 (8 to 10 minutes)

Semester 2:

- Term 3 Performance - AT2 (10 to 12 minutes)
- Term 4 Performance - AT3 (10 to 12 minutes)

Repertoire for the year must be a minimum of 18 minutes. Students will have mock performances to prepare for assessments.

Assessments:

School Assessment (70%)

- Assessment Type 1: First Performance (30%)
- Assessment Type 2: Second Performance (40%)

External Assessment (30%)

- Assessment Type 3: Final Performance (30%)



Level: Year 12

Subject Name: Stage 2 Physical Education

Prerequisites: Stage 1 Physical Education (*one semester minimum*)

Assumed knowledge: Year 10 Sport Science and Stage 1 Physical Education (*one semester minimum*)

Course Summary:

Physical Education is a 20-credit subject at Stage 2.

In Physical Education, students study human physical activity and its place in the lives of individuals and groups of people. Students examine the practical application of human physical skills and analyse the personal, community, and global issues that surround the role of human physical activity in society.

Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health, and lifestyle issues.

Students acquire an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. They develop skills in communication and investigation and the ability to apply knowledge to practical situations. Students gain enjoyment from skilled performance in individual and group activities.

Course content:

Exercise Physiology and Physical Activity

- Key Concept 1: The Sources of Energy Affecting Physical Performance
- Key Concept 2: The Effects of Training and Evaluation on Physical Performance
- Key Concept 3: The Specific Physiological Factors Affecting Performance

The Acquisition of Skills and the Biomechanics of Movement

- Key Concept 1: Skills Acquisition
- Key Concept 2: Specific Factors Affecting Skill Learning
- Key Concept 3: The Effects of Psychology of Learning on the Performance of Physical Skills

Assessment:



Theoretical Assessments (school based 20%):

- Issues Analysis
- Skill Acquisition and Learning Assignment
- Biomechanics Analysis
- Topics 1 to 6 formative tests (*not included as part of their SACE grade*)

Practical Assessments (50%):

- Basketball (*not externally moderated*)
- Badminton
- Netball

sports that are chosen are based on the student's skills and abilities covered in previous years to succeed for Stage 2 Physical Education

External Assessment (30%):

- 2 hour end of year external examination
-



Level: Stage 2

Subject Name: Physics

Prerequisites: Stage 1 Physics, Stage 1 Mathematical Methods

Assumed knowledge: Nil

Course Summary:

Stage 2 Physics will be undertaken as a 20-credit subject.

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding, which is organised into 3 topics, which are: 1. Motion and Relativity 2. Electricity and Magnetism 3. Light and Atoms. Through the study of these topics, students develop and extend their understanding of the interaction between matter, energy and forces in motion, electric and magnetic fields and through the study of the nature of light and atoms, they develop their understanding of models within each topic.

The topics for Stage 2 Physics are:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms.

Assessments:

Investigation Folio (30%)

- At least two Practical Investigations, one involving Collaborative Work
- One investigation with a focus on Science as a Human Endeavour

Skills and Applications Tasks (40%)

- At least 3 tasks

External Examination (30%)



Level: Year 12 (Stage 2)

Subject Name: Psychology

Prerequisites: None

Assumed knowledge: None

Course Summary:

This subject sits between the life sciences and the humanities with two consequences. Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds.

Course content:

Semester 1: Topics Covered:

- Introduction to Psychology, with an emphasis on investigations and research
- Social Cognition, studying the behaviour of individuals within a societal context
- Learning, studying the way in which individuals learn

Semester 2: Topics Covered:

- Altered States, specifically studying the biological states of sleep and stress
- Personality, studying the differences in people's personalities and the impact
- Healthy Minds, with an overview of mental illness as well as preventative steps to good mental health

Assessments:

- Folio (40%) consisting of an assignment OR test for each topic.
 - Investigations (30%) - one collaborative and one individual investigation
 - Exam (30%) - a two hour SACE exam
-



Level: Stage 2

Subject Name: Research Project

Prerequisites: None

Assumed knowledge: None

Course Summary:

The Research Project is a compulsory subject for students wishing to complete their SACE. It involves students individually designing, planning and executing their own research with the support of a teacher, and is designed to be allow students to:

- research something they are interested in
 - decide how their carry out their own research
 - decide on the way they produce their findings
 - make judgements about how successful they have been
-

Course content:

- Research Folio (collection of the planning, note taking and research process)
- Research Outcome (synthesis of student's response to the research question)
- Research Evaluation (reflection on the Research Outcome and analysis of the Research Process)

Assessments:

The following assessment types enable students to demonstrate their learning in Stage 2 Research Project B:

School Assessment (70%)

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Research Outcome (40%).

External Assessment (30%)

- Assessment Type 3: Evaluation (30%).
-



Level: Stage 2

Subject Name: Specialist Mathematics, 2MSC20

Prerequisites: Stage 1 Specialist Mathematics

Assumed knowledge: Nil

Course Summary:

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Course content:

- 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.

Assessments:

- 6 tests across the topics studied. - 50%
 - 1 investigation - 20%
 - External Examination - 30%
-



Level: Stage 2

Subject Name: Visual Arts - Art

Prerequisites: Nil

Assumed Knowledge: 10 or 20 credits of Stage 1 Visual Art - Art or Design

Course Summary:

In this subject, students are expected to:

1. Conceive, develop, and make work(s) of art or design that reflect individuality and the development and communication of a personal visual aesthetic
2. Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. Apply technical skills in using media, materials, technologies, and processes to solve problems and resolve work(s) of art or design
4. Communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art or design
5. Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts
6. Develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

Assessment:

- School Assessment (70%)
 - Assessment Type 1: Folio (40%)
Maximum of two 20 x A3 page folios to support two resolved practical artworks, or one 40 x A3 page folio to support one body of work
 - Assessment Type 2: Practical (30%)
Two practical artworks and two practitioner's statements (500 words each) OR one body of work and one practitioner's statement (1,000 words)
- External Assessment (30%)
 - Assessment Type 3: Visual Study (30%)
Maximum of 20 x A3 pages and 2,000 words- student negotiated investigation

Alternative Approaches to Assessment:

In a 20-credit subject, students are given the choice to complete one folio in Art and one folio in Design (with a 40-page maximum). Each folio would be accompanied by a supporting practical and written practitioner's statement. Alternatively, a student may choose to connect Art and Design approaches in one 40-page folio, which would be accompanied by one body of work and written statement.



For this subject the assessment design criteria are:

- Practical application
- Knowledge and understanding
- Analysis and synthesis
- Inquiry and exploration.



Level: Stage 2

Subject Name: Visual Arts - Design

Prerequisites: Nil

Assumed Knowledge: 10 or 20 credits of Stage 1 Visual Art - Design or Art

Course Summary:

In this subject, students are expected to:

1. Conceive, develop, and make work(s) of art or design that reflect individuality and the development and communication of a personal visual aesthetic
2. Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
3. Apply technical skills in using media, materials, technologies, and processes to solve problems and resolve work(s) of art or design
4. Communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art or design
5. Analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts
6. Develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

Assessment:

- School Assessment (70%)
 - Assessment Type 1: Folio (40%)
Maximum of two 20 x A3 page folios to support two resolved practical artworks, or one 40 x A3 page folio to support one body of work
 - Assessment Type 2: Practical (30%)
Two practical artworks and two practitioner's statements (500 words each) OR one body of work and one practitioner's statement (1,000 words)
- External Assessment (30%)
 - Assessment Type 3: Visual Study (30%)
Maximum of 20 x A3 pages and 2,000 words- student negotiated investigation

Alternative Approaches to Assessment:

In a 20-credit subject, students are given the choice to complete one folio in Design and one folio in Art (with a 40-page maximum). Each folio would be accompanied by a supporting practical and written practitioner's statement. Alternatively, a student may choose to connect Art and Design approaches in one 40-page folio, which would be accompanied by one body of work and written statement.



For this subject the assessment design criteria are:

- Practical application
- Knowledge and understanding
- Analysis and synthesis
- Inquiry and exploration.



Level: Stage 2 Year 12

Subject Name: Workplace Practices

Prerequisites: Some VET or Work Experience

Assumed knowledge: Nil

Course Summary:

This program is designed for students who wish to gain theoretical and practical experience towards a potential career path. It is aimed at giving them a range of personal skills and attributes required for work as well as industry specific skills, knowledge and basic employability skills. The presentation of material is flexible to fit in with VET and work commitments. Folio pieces are chosen from the topics of “Work in Australian Society”, “The Changing Nature of Work” and “Finding Employment”. Students will be given some classroom teaching to develop vocabulary and conceptual understanding of Work Practices and the Content matter of the subject Outline. They will extrapolate from the general to the specific in their chosen field.

Course content:

- Folio
 - Task 1: Work in Australian Society
 - Task 2: The Changing Nature of Work
 - Task 3: Finding Employment
- Work Placement/VET 1 (25 hours)
- Work Placement/VET 2 (25 hours)
- Reflection 1 & 2

Assessments:

- Folio - 25%
 - Performance - 25%
 - Reflection - 20%
 - External Component - 30%
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