



Westminster School

YEAR 12 – 2020

Curriculum Booklet



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GENERAL INFORMATION

WHAT IS THE SACE?

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12) and demonstrates that students have acquired a certain level of knowledge and skills important to employment, training or study goals. The SACE is internationally recognised, and is the main way South Australian students get into University and TAFE courses in South Australia, interstate and overseas.

The SACE is flexibly designed to meet the needs of students of all abilities taking into account their interests, strengths and career aspirations. Families, higher and further education providers, employers and the community can also be confident that students achieving the SACE are prepared for their chosen pathways – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE. Stage 2 of the SACE builds upon the work completed at Stage 1 and helps students to focus on subject content but also in the areas of their capabilities.

WHAT ARE SOME OF THE FEATURES OF THE SACE?

As part of the SACE students:

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- are able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- receive A to E grades at every Stage 1 and A+ to E- for Stage 2 SACE subjects
- are expected to gain and demonstrate essential skills and knowledge for their future, focusing on the seven Capabilities (Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social, Ethical Understanding and Intercultural)
- have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
- have external moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State

WHERE CAN I FOUND MORE INFORMATION ABOUT THE SUBJECTS BEING OFFERED FROM 2018?

Information and updates about the SACE are posted regularly on the SACE Board website at www.sace.sa.edu.au. Specific information for students can be found at the following link: <https://www.sace.sa.edu.au/studying>.



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THE REQUIREMENTS TO ACHIEVE THE SACE

To gain the certificate students must earn 200 credits. Ten credits are equivalent to one semester or six month's study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (completed for most students in Year 10), worth 10 credits
- at least 20 credits towards Literacy from a range of English/English as a Second Language studies at Stage 1
- at least 10 credits towards Numeracy from a range of Mathematics studies at Stage 1
- a semester long project of extended studies called the Research Project at Stage 2, worth 10 credits
- completion of at least 60 additional credits in Stage 2 subjects and courses

The importance of the compulsory elements is reflected in the requirement that students must achieve either a grade A, B, C (or equivalent) in these subjects to complete the SACE successfully. In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

Westminster students are usually required to study **five subjects** in Year 12 in addition to the Research Project if this has not been completed. This is to ensure that students have adequate means to acquire the points for an ATAR at the necessary level and to keep students' study pathways as broad as possible, for as long as possible. Any variation to this program of study will need to be discussed with the Director of Learning.



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Requirements

Year 10

Personal Learning Plan

10

Year 11 (Stage 1) or Year 12 (Stage 2)

Literacy (from a range of English subjects and courses)

20

Numeracy (from a range of mathematics subjects and courses)

10

Year 12 (Stage 2)

Research Project

10

Other Stage 2 subjects and courses*

60+

Year 11 or 12 (Stages 1 or 2)

Other subjects or courses of the student's choice

UP TO
90

Total

200

● Stage 1 compulsory subjects and courses

● Stage 2 compulsory subjects and courses

● Stage 1 or Stage 2 compulsory subjects and courses

● Other subjects and courses

**Many students will complete subjects or courses worth more than 70 credits at Stage 2.*

NB: Research Project and all Year 12 courses must be passed with a 'C-' grade or higher. PLP must be passed with a 'C' grade or higher.



UNIVERSITY and TAFE ENTRY from 2020

CURRENT QUALIFICATION ARRANGEMENTS FOR UNIVERSITY ENTRY

Gaining the SACE is the main method used by South Australian students to gain admission into university and TAFE courses. However, there are a number of other things students need to know to be eligible to apply. Students studying for the SACE and applying for entry into University in 2019 and beyond must:

- complete the South Australian Certificate of Education (SACE)
- complete at least 90 credits at Stage 2 (Year 12) in the SACE (including 60 credits of approved full year university entry subjects)
- complete pre-requisite requirements for some university courses
- obtain an Australian Tertiary Admission Rank (ATAR)

ATAR CALCULATIONS

The Australian Tertiary Admissions Rank

The ATAR is an indicator of how well a student has performed relative to other secondary school students across Australia. It is derived from their university aggregate and is reported on their Tertiary Entrance Statement, provided they are eligible to receive one, as a number between 0 and 99.95.

The ATAR ranks the cohort on their academic performance via a percentile ranking. To be eligible a student must complete at least 90 credits of study at Stage 2 level (minimum of 60 credits must be 20 credit Tertiary Admission Subjects (TAS)), and must meet the rules of combinations and counting restrictions. Scores from the best 90 credits are combined and scaled to make a University Aggregate out of 90. The percentage of students gaining that aggregate score or better is calculated as a percentile distribution with intervals of 0.05. Further information on the ATAR and lists of courses available is provided in the latest South Australian Tertiary Institutions Tertiary Entrance Guide booklet.

The 90 credit university aggregate

All university-bound Stage 2 students who are completing the SACE in 2019 will need to undertake 90 credits of study to achieve a university aggregate and an Australian Tertiary Admissions Rank (ATAR). The new rules are published in SATAC's Tertiary Entrance booklet. A university aggregate is the best possible score calculated from results subject to counting restrictions and precluded combinations.

In addition to qualifying for the SACE, for an ATAR, students need to:

- comply with rules regarding precluded combinations and counting restrictions
- obtain the first 60 credits of their aggregate from 20 credit TAS (or a valid pair)
- understand that Recognised Studies (e.g. VET, higher education) can only count to a maximum of 20 credits and can only count in the **Flexible Option (see below)**
- know that the contribution of the **Flexible Option** towards the aggregate will always be the best combination of scaled scores derived from the results remaining after the first 60 credits of the aggregate have been calculated



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Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC). See the [SATAC tertiary entrance booklet](#) for full details, or visit the [SATAC website](#) for more information. The following link contains an explanatory handout for schools. Any SACE subjects that are not TAS cannot count in the aggregate. <http://www.satac.edu.au/pages/resources-for-schools--2/>

Tertiary Admission subjects

These are Stage 2 SACE subjects that the Universities have agreed are acceptable for University selection purposes. The Universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank. While most subjects in the SACE are recognised as TAS, there are some that won't be recognised by the Universities for the purposes of calculating an ATAR. These non-TAS subjects include Community Studies, Modified subjects (for students with severe disabilities) and the version of the Research Project subject which doesn't include a common written assessment.

NOTE: SA UNIVERSITIES DO NOT REQUIRE ENGLISH BUT ALMOST ALL INTERSTATE UNIVERSITIES DO. PLEASE ENSURE YOU CHECK THE PRECISE ENTRY REQUIREMENTS PRIOR TO FINALISING YOUR CHOICES.

Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject. These are called Valid Pairs. Such subjects are identified in the SACE subject table.

Prerequisite requirements: To be able to apply for some University undergraduate courses particularly in the areas of Science, Engineering, Mathematics and Computer Science. Students need to achieve a C or better in specific SACE subjects. These are known as prerequisite subject requirements and are listed each year in SATAC's Tertiary Entrance booklet, also found at <http://www.satac.edu.au/pages/undergraduate-entry-requirements>.

SACE Planner

A SACE help sheet to assist students in designing their courses is available at <https://www.sace.sa.edu.au/documents/652891/3177536/SACE+Planner+2014.pdf/adaae454-5f5a-468b-a8ac-0e10298c7294>. Please note you will need to create a login to access the Planner, which is also available on the School's website.

UNIVERSITY ENTRY in 2020 onwards

Due to the current ATAR calculation system we insist that all students select 5 electives to maximise their academic opportunities at this time. During the academic counselling process individualised arrangements will be made subject to the results obtained in the Research Project and existing Stage 2 subject study.

What is the *flexible option*?

South Australia's universities will recognise some alternatives to a full-year university entry subject as part of the calculation of the ATAR. The score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:

- the scaled score of a 20 credit TAS
- half the scaled score of one or more 20 credit TAS
- the scaled score of one or more 10 credit TAS
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits



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Recognised studies

The SACE Board of South Australia may recognise a range of non-SACE subjects that can count towards the SACE. The Universities may also agree to these studies being able to contribute to the calculation of the ATAR. The Vice-Chancellors of South Australia's Universities have suggested recognised studies could include university subjects, International Baccalaureate subjects, interstate Year 12 subjects and Vocational Education and Training (VET) qualifications at Cert III or higher. For more information about VET and to check the VET Recognition Register, visit <https://www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register>.

Students wishing to undertake these studies can do so with confidence in the knowledge that their results will be considered in the calculation of the ATAR and TAFE SA Selection Score. All other studies, including university subjects, are not pre-approved. University subjects, in particular, must be checked for suitability. This includes ensuring they are part of Bachelor degree level studies and are not introductory in nature (a good rule of thumb is that an alternative to the learning cannot be accessed through normal SACE Tertiary Admissions Subjects).

Where students are planning on including other learning as Recognised Studies in their SACE it is important to make sure as early as possible that the learning will not only count towards completion of the Certificate, but also towards the TAFE SA Selection Score and the ATAR. Where possible, this should be confirmed in Year 10 or 11. Please discuss this with the Director of Learning or Careers Counsellor.

Will subjects be 'scaled' for University selection?

All results (i.e.: subject achievement scores) for SACE subjects contributing to a student's ATAR will continue to be scaled. Scaling is a process which converts student's subject scores into tertiary entrance points in each of their SACE Stage 2 (Year 12) subjects so that the achievements in different subjects can be compared. This means that when different subjects are used to calculate an ATAR, the process is fair to all students. For comprehensive details regarding scaling go to <http://www.satac.edu.au/pages/scaling>

Are all subject combinations allowed?

Some combinations of subjects are not allowed to count towards University entrance, generally because the subjects are similar. These are called "**precluded combinations**". For example, if a student studies English Communications and English Studies, only one of these can count towards a student's ATAR. Also there are limits on how many subjects in the same area can count even if the subjects aren't precluded combinations. These are called "counting restrictions" (for example trying to count Australian History and Modern History). Precluded combinations and counting restrictions are listed each year in SATAC's Tertiary Entrance booklet.

Precluded combinations and counting restrictions are listed each year in the [SATAC tertiary entrance booklet](#).

Can "related pairs" of subjects count towards the ATAR?

Yes. Two related half-year (10 credit) Stage 2 subjects can be counted as one full-year (20 credit) Stage 2 subject to count towards university entrance and an ATAR. For example, two half-year (10 credit) Stage 2 music subjects may count as a full-year tertiary entrance subject. These are known as "valid pairs" and are listed each year in SATAC's Tertiary Entrance booklet.

How long will subjects completed as part of the current SACE be able to count towards the ATAR?

Current SACE subjects will always be able to count towards a student's ATAR. However, the ATAR can only be calculated using results from a student's best three years of Stage 2 SACE studies.



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TAFE ENTRY REQUIREMENTS

Like the requirements for University entry, there have been changes to the TAFE entry requirements. Full details can be found at: <http://www.skills.sa.gov.au/>

The completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA courses. TAFE also considers a variety of other qualifications in its entry and selection processes, although minimum entry requirements differ according to the level of the TAFE course.

For **Certificate I level** courses there are no Minimum Entry Requirements.

For entry to **Certificate II level** courses students must:

- meet a literacy standard by successfully completing 20 credits of Stage 1 English, or the equivalent
- meet a numeracy standard by successfully completing 10 credits of Stage 1 Mathematics, or the equivalent.

For entry to **Certificate III** and higher students must achieve the SACE and obtain a TAFE Selection Score. To gain a TAFE Selection Score students must:

- have completed 60 credits of Tertiary Admissions Subjects, or 40 credits of Tertiary Admissions Subjects and 20 credits of Recognised subjects
- comply with rules regarding precluded combinations (two subjects are considered a precluded combination if they are defined by TAFE SA as having significant overlap in content.). We recommend that students and families check the SATAC booklet at the previous address given for details.

For **Certificate IV level** courses and higher students must achieve the SACE and gain a TAFE SA Selection Score.

There are other ways to meet Minimum Entry Requirements for Certificate II and above. For full details go to <https://www.tafesa.edu.au/courses/award-courses> and click on each course.

DESIGNING A COURSE

For students completing the SACE in 2020 and beyond

Before making final decisions about subjects to be taken at Stage 2 students and parents should talk together, consult with Heads of House and **subject teachers** and, if necessary, the Careers Counsellor and the Director of Learning and consider carefully the following:

- the interest and ability the student has in subject areas considered for further study
- information from reports, assessments, examination results and vocational guidance testing which indicate the student's strengths and weaknesses
- the career areas the student might pursue based on interest and ability
- the compulsory SACE subjects
- the compulsory Westminster requirement which includes 2 units of mathematics at Stage 1
- a good balance of subjects
- the possibility of interstate or international study, where English may be a compulsory requirement

Too often, career choice is considered paramount and the need for a broadly-based course (especially at Stage 1), which is the foundation of an education for living, is overlooked. However, some universities seem increasingly interested in rigorously academic programs.

Many courses of further study do have certain school subjects as pre-requisites. If a student is considering a future application for entry into tertiary study or further training, it is essential that ***enquiries be made as soon as possible to discover the precise subjects and levels that are expected as pre-requisites or are recommended by such organisations.*** This information is available in the Job Guide, which each student in Years 10, 11 and 12 will receive, and in brochures available in the Careers Room. Up-to-date information is supplied as it becomes available.

While the School will give all assistance and information possible in these matters, the onus lies on the students and their parents to secure the precise, authoritative details they require for each institution. The Careers counsellor, Mrs Jenny Howland is available for discussions on appointment.

Our Careers Room has a very well-equipped library and can supply a great deal of up-to-date information but the service it gives is fully effective only if students and their parents are aware early enough of the decisions they must make when selecting possible career paths.

PLEASE REMEMBER THE PROVISION OF ANY SUBJECT IS DEPENDENT ON DEMAND FOR THAT CLASS, TEACHER AVAILABILITY AND THE FACILITY RESOURCES.



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SUBJECT CHOICE AT STAGE 2 (YEAR 12)

All students will participate in Religious and Values Education and Careers Education events

In addition, students choose **five Stage 2 courses** if the following pre-requisites for Year 12 are in place:

1. The Personal Learning Plan (PLP)
2. 20 credits of Stage 1 English or English as a second language. It is worth remembering that for interstate or international study, English usually is a compulsory requirement. It is not for South Australian study except for ESL students (dependent on Visa requirements). This is an important reason to continue English in Year 12.
3. At least 10 credits of Stage 1 Mathematics.
4. The Research Project
5. Between 100-120 credits in courses recognised by the SACE Board

If these pre-requisites are not in place an interview with the Director of Learning will be required to plan a student's Year 12 program.

HOW TO SELECT YOUR COURSE

WESTMINSTER SCHOOL STUDENTS

Subject selection will be completed online at www.selectmysubjects.com.au

Steps to follow:

- Step 1** Consider career options, performance, level of enjoyment and discuss with parents, Careers Counsellor, Curriculum Leaders (teachers), Heads of House and any other source.
- Step 2** View the Year 12 Curriculum Booklet available online at www.westminster.sa.edu.au
Enter the site > Click on the Menu tab
Select Community > Parents > Senior School > Curriculum Information
Click on '2020 Year 12 - Curriculum Booklet'
- Step 3** Select your subjects on the Subject Selection Planner (which is to be used for your purposes only, and does not need to be handed in)
- Step 4** Discuss selections with your Curriculum Leader for each subject you have chosen. You **must** obtain a signature on the **Approval Form** from your current teacher or from the curriculum leader for the subject for each subject you intend to study. The **Subject Approval Form** can be found alongside the other documents on the web site or a copy can be obtained from the Senior School Office.
- Step 5** Discuss your selections with your Head of House and/or the Director of Learning
- Step 6** Discuss your selections with your Parents and gain their required signatures
- Step 7** Complete the online subject selection process – a Web Preference Access Guide and Code will be issued to you. **It is anticipated that the Online Subject Selection will open on Monday 5 August 2019 and close on Friday 16 August 2019.** The online form/receipt must be printed and signed by yourself and your parents. **The completed Online Subject Selection form must be returned to the Senior School Office by Friday 16 August 2019, prior to Step 7 and the signed Approval Form must be attached.** Students who do not meet this deadline will find restrictions imposed on their subject selections.
- Step 8** Attend an interview during Week 5 with Careers Counsellor, Head of House and Director of Learning to discuss your choices. **You will be notified of the time of your interview by your Head of House.**

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STUDENTS NEW TO WESTMINSTER

If you have been sent a Web Preference Access Guide and Code, then please follow the steps above (as this means that you have enrolled prior to the Web Preferences being put online).

If you have not been sent a Web Preference Access Guide and Code, then please follow the steps below as a New Student to Westminster.

- Step 1** Consider career options, performance, and level of enjoyment and discuss with parents, Careers Counsellor, Heads of Faculty (teachers), Heads of House and any other source at your current school.
- Step 2** View the Year 12 Curriculum Booklet available online at www.westminster.sa.edu.au
Enter the site > Click on the Menu tab
Select Community > Parents > Senior School > Curriculum Information
Click on '2020 Year 12 - Curriculum Booklet'
- Step 3** If necessary, contact our Director of Learning, Andrea Sherwood to discuss your selections.
- Step 4** Select your subjects on the Subject Selection Planner provided with your information.
- Step 5** Discuss your selections with your Parents.
- Step 6** Please return the Subject Selection Planner, including signatures of Student and Parent/Carer, to the Westminster Senior School Office by Friday 16 August 2019 or as soon as possible if that date has already passed.

When selecting options for Year 12 you will be required to select some **additional electives** (in order of preference) as reserves. When designing the subject lines for the timetable we will attempt to assign students to classes so as to accommodate their highest preferences first but it may be necessary to reserve preferences.

THE CUT OFF DATE TO CHANGE SUBJECTS IS THE END OF WEEK 2 OF EACH SEMESTER

The provision of all courses depends upon the pattern of student subject selections and the availability of teachers and other resources.

Unfortunately, it is not always possible to accommodate the total number of different subject combinations in a timetable. Every year a small number of students will have to reassess their choices.

Similarly, when initial subject selections have been made and final decisions have been reached about which subjects will be scheduled, a subject may be withdrawn from being offered and it may be necessary to revise your choices. We will, however, do everything possible to accommodate the subject selections of each student.

PARENTS OF A STUDENT WHO IS NOT RETURNING TO WESTMINSTER SCHOOL ARE REMINDED TO INFORM THE PRINCIPAL, IN WRITING, AS SOON AS POSSIBLE, THAT THE STUDENT WILL BE LEAVING AT THE END OF 2019.

SUBJECT SELECTION CALENDAR

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YEARS 11 AND 12 STUDENTS in 2020

There are many opportunities available to students at Westminster School for assistance in planning their future directions and choosing appropriate subjects on the way to achieving their goals.

This year the following Term 3 dates are important in the decision-making process.

Week 1	Monday 22 July 2019	2020 Year 11 and 12 Curriculum Information Night
Week 3-4	Monday 5 August – Friday 16 August 2019	Subject Selections to be completed online using Web Preferences
Week 5	Monday 19 August – Friday 23 August 2019	Year 12 Students in 2020 Interviews
Week 6	Monday 26 August – Friday 30 August 2019	Year 11 Students in 2020 Interviews

NOTE: Some interviews may have to be held after school to ensure they are completed by the end of term. Students will be allocated to subjects based upon the priority given to them in their selections and their aptitude for the course of study. If all of these factors are equal then the date on which the Online Subject Selection Form is submitted may be used to allocate students to a course that is 'oversubscribed'. Students with late returns will not necessarily have all subject choices available to them.

Study of Stage 2 Workplace Practices and VET Subjects in Year 12

Students who undertake Stage 2 Workplace Practices (Marden College) are not guaranteed a study line.

Students who wish to study a VET course should seek advice from Mrs Jenny Howland and then meet with Ms Andrea Sherwood, Director of Learning, to discuss their study program.

Subject Levies for Elective Subjects

From Year 9 onwards some elective subjects incur additional costs, which are now published in the Curriculum Information Booklets, on the relevant page. These additions cover the costs of materials within the course and must be billed individually as not all students study the same suite of electives from the broad range available. The published costs are indicative and based on 2019 costs.



CURRENT CONTACTS AT WESTMINSTER SCHOOL AND USEFUL INFORMATION

Key contacts

Mr David Wallage	Head of Senior School	dwallage@westminster.sa.edu.au
Ms Andrea Sherwood	Director of Learning	asherwood@westminster.sa.edu.au
Mr Tony Ritson	Head of Senior Students/SACE Coordinator ...	tritson@westminster.sa.edu.au
Mrs Jude Depold	PLP / Research Project Coordinator	jdepold@westminster.sa.edu.au
Mrs Kate Johns	Current Head of Year 8	kjohns@westminster.sa.edu.au
Mrs Jane Edwards	Current Head of Year 7	jedwards@westminster.sa.edu.au
Mrs Jenny Howland	Student Counsellor / VET Coordinator	jhowland@westminster.sa.edu.au

Curriculum Leaders

Mrs Angela Phillips	Mathematics	aphillips@westminster.sa.edu.au
Mr Richard Noone	English	rnoone@westminster.sa.edu.au
Mrs Kat Elliott	History and Geography	kelliott@westminster.sa.edu.au
Mr Ty Cheesman	Business and Entrepreneurship	tcheesman@westminster.sa.edu.au
Mr Jason Greenslade	Science	jgreenslade@westminster.sa.edu.au
Mrs Natalie Ziedas	Creative Arts	nziedas@westminster.sa.edu.au
Mr Michael Degenhart	Music	mdegenhart@westminster.sa.edu.au
Ms Carolyn Obst	Dance	cobst@westminster.sa.edu.au
Mr John Doherty	Drama	joherty@westminster.sa.edu.au
Mrs Wendy Lampard	LOTE	wlampard@westminster.sa.edu.au
Mr David Tiller	Physical Education	dtiller@westminster.sa.edu.au
Mr Darren McLachlan	Technology	dmclachlan@westminster.sa.edu.au
Mr Terry McDevitt	RAVE	tmcdevitt@westminster.sa.edu.au
Mr Gordon Begg	Outdoor Education	gbegg@westminster.sa.edu.au
Mr Farley Briggs	Student Diversity	fbriggs@westminster.sa.edu.au
Mrs Rebecca Forrest	Library/ICT	rforrest@westminster.sa.edu.au
Mrs Jude Depold	PLP / Research Project Coordinator	jdepold@westminster.sa.edu.au

House Heads

Mr Trevor Orman	Carter	torman@westminster.sa.edu.au
Mr Adam Burford	Clark	aburford@westminster.sa.edu.au
Ms Rachel Abercrombie	Dunstan	rabercrombie@westminster.sa.edu.au
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Ms Julie Engelhardt	Forder	jengelhardt@westminster.sa.edu.au
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Ms Dee Barton	Heaslip	dbarton@westminster.sa.edu.au
Miss Alice Kelly	Jeffries	akelly@westminster.sa.edu.au
Mrs Kate Inglis	Kelly	kinglis@westminster.sa.edu.au
Mrs Michelle Payne	Woollacott	mpayne@westminster.sa.edu.au

Useful Websites

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
Adelaide University	www.adelaide.edu.au
Flinders University	www.flinders.edu.au
Uni SA	www.unisa.edu.au
TAFE SA	www.tafe.sa.edu.au
My Future	www.myfuture.edu.au



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INDEPENDENT STUDY LINE – ‘EARNED AUTONOMY’

In an increasing number of courses there is an expectation that students can undertake independent study, use resources, and generate their own information. At Westminster, Year 12 students will have the opportunity to study five subjects plus the Research Project if necessary, arranged within the timetable on six “lines”. This may create a “study line” where students do not have a formal subject commitment. This allows school time for independent study.

Study lessons at school provide a great opportunity to be better organised, to use study time at home more productively and maintain a year-long revision program.

A study lesson can be used in a variety of ways. Students can arrange to see their teachers individually or research and revise privately. At the end of the year, a well-utilised study line will be of immense benefit. It will have provided approximately one hundred hours of study opportunities.

Students generally spend much of their study line in the Fricker Centre although students who required supervision to work appropriately will be housed with a learning mentor teacher for maximum benefit of the study time. This centre, opened in 1998, provides areas for quiet independent and group work as well as some computer stations that are connected to the School network.

Some students may choose, and/or be permitted to study four subjects if they have already completed a Stage 2 subject in Year 11 and they will negotiate their study arrangements with the Director of Learning and the Head of Senior Students.

All Year 12s have their lockers in the centre and it acts as their Common Room outside lesson time.



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CAREERS EDUCATION IN YEAR 12

Students will not have regular timetabled lessons in this subject but will receive individual support via appointments with the Career Counsellor/VET Coordinator. All information related to Year 12 and to tertiary study will be included in SEQTA. In addition, seminars will be offered to assist students in their understanding of the Future, the World of Work and Further Study.

The first semester of the Year 12 course in Careers Education provides strategies for dealing with Year 12 and preparation for the next stage of life in order for students to find a career pathway that is going to bring personal satisfaction, happiness and fulfillment.

During the second semester, students who intend to apply for tertiary courses through SATAC will be provided with all necessary information to make informed choices about the courses they wish to pursue and will be advised of appropriate application procedures. Counselling will be provided to assist students in applying for both University and TAFE courses in South Australia, interstate and overseas. Students in Year 12 may choose to visit tertiary institutions during their Open Days.

In addition, further advice about scholarships - in South Australia and interstate, accommodation, apprenticeships and traineeships will be given to individuals on request. Individuals may also seek help with personal issues as well as job applications; resume writing and personal portfolio compilation. Students who wish to go into an apprenticeship post school or who wish to go straight in to the work force will be given strategies to give them the best possible chance of gaining their desired position.

RESOURCES

Laptops for internet searches and online applications. Clickview, Tertiary handbooks and calendars, Tertiary admission websites in both South Australia and Interstate, international options, extensive written information, electronic databases of jobs and courses. All resources will be available through SEQTA.

WORK EXPERIENCE

If any student wishes to do a further work experience placement in Year 12 it is possible as long as the appropriate paperwork is completed.

Students who intend to do work experience must comply with the regulations regarding this program. A separate booklet is available to students on request. Work placement agreements must be prepared for every work experience placement. The School provides these forms. Several weeks' notice may be required for the paperwork for work experience placements to be completed. NB Any work experience that does not have the appropriate paperwork is not covered by insurance. Students are not paid for work experience in South Australia.

Students on work experience are covered by special insurance, which the School takes out on behalf of its students. A small fee to cover the cost of this insurance and administrative cost is charged to the student's account.



CHAPEL, SERVICE LEARNING, and RELIGIOUS EDUCATION

Year 12 students participate in Chapel services within a coherent Education & Service Learning framework.

GENERAL AIM AND PHILOSOPHY

Australia is an increasingly secular and materialist society where a laissez-faire attitude is accepted and where almost anything is permitted provided it does not hurt others. Life is increasingly frenetic and there is a tendency to want to 'keep young people busy' as this avoids them getting into mischief. 'The devil makes work for idle hands to do' may be implicit. However, a central dimension of religion is that time is needed for silence and reflection. It is recognised that through silence and reflection students come to know themselves better and find peace an increasingly valuable part of their lives.

Religious and Values Education and the Spiritual dimension lived out in Chapel & Service Learning opportunities seek to redress the imbalance when education solely stresses the cognitive. In the 1970s, some Philosophers of Education stressed the idea of 'Rational Autonomy' as an educational aim, but emphasis on this alone can develop the rational side of human nature at the expense of the emotional and affective, closing people off to religious possibilities. A Religious Education touches on issues of life and death, good and evil, social justice and injustice, sexuality and relationships, marriage and divorce in a way unmatched by other disciplines. However, the subject does not simply transmit knowledge, it explores core values for each individual. These values offer an alternative perspective to materialism, helps students to gain inner confidence and helps them to recognise the value of silence, gentleness, compassion, concern for others and personal responsibility.

The **Community of Inquiry** model is promoted along with Positive Education and PERMA+ Principles, whereby students hone listening, reasoning and communication skills. The aim is to facilitate democracy in the classroom, values clarification and excellence in thinking skills in the education of the whole person. Some content is delivered through Year 12 Seminar or RETREAT/ Reflection Days, which are an enjoyable, valuable and memorable out of class experience for students and staff.



LEARNING RESOURCE CENTRE (LRC)

The Senior School Learning Resource Centre is no longer a place just for the circulation of books. With the increase in technology this Centre has changed to reflect many new resources and modes of access.

The LRC is a physical and virtual learning environment where literacy, inquiry, thinking, imagination, discovery, and creativity are central to students' information to knowledge journey. It is an area of the school that helps develop their personal, social and cultural growth.

We have created online environments where students can access electronic databases, journals, e-books, audiobooks, digitally streamed videos and a referencing generator. Students can borrow a variety of audio-visual equipment. We have created inspiring spaces where staff and students can teach and learn in diverse ways.

The Bartlett Room and Large Seminar Room have been fitted with electronic whiteboards and data projectors to enable staff to teach using dynamic methods. We have also created welcoming spaces in which students can relax and work collaboratively or participate in individual study.

There is a qualified Librarian to assist students with their curriculum and research needs in addition to readers' advisory.

The LRC is open from 8.00am to 5.00pm each school day with the exception of the last day of term where we close at 1.00pm. These extended opening hours allow students to work after school in a safe supportive environment.



ACCOUNTING

ASSUMED PRIOR KNOWLEDGE

Completion of Stage 1 Accounting to a satisfactory standard can be an advantage, but it is not essential and many students have achieved at high levels without studying Stage 1 Accounting.

PATHWAYS

Accounting can lead to tertiary business and commerce studies at TAFE and University, and has transferable skills and knowledge applicable to tertiary studies of Humanities.

STUDY DESCRIPTION

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

COURSE CONTENT

Accounting practice and accounting activities

The **practice of accounting** is the process of identifying, measuring, and communicating economic information to facilitate informed decision-making for the stakeholders, as well as to enable control and discharge of accountability by management.

Accounting activities are the actions taken within this process.

Accounting concepts and conventions

The following selected concepts and conventions underpin the accounting focus areas and inform the practice of accounting studied at Stage 1:

- accounting entity
- accounting period
- consistency
- duality
- legal entity
- materiality
- relevance
- faithful representation.

Stage 2 Accounting is a 20-credit subject structured around three focus areas:

- understanding accounting concepts and conventions
- managing financial sustainability
- providing accounting advice.



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These focus areas provide real-world opportunities and environments in which students can develop, extend, and apply their skills, knowledge, understanding, and capabilities to study accounting practices in a range of enterprises, including, for example:

- local, national, and multinational enterprises
- small, medium, and large businesses
- public–private partnerships
- primary, secondary, and tertiary enterprises
- online enterprises
- not-for-profit organisations.

Through their study of each of the three focus areas, students develop and apply their understanding of the following underpinning learning strands:

- financial literacy
- stakeholder information and decision-making
- innovation

OUTCOMES

In this subject, students are expected to:

- understand and explore accounting concepts and conventions
- apply accounting concepts and conventions to create accounting information
- explore and interpret stakeholder needs to inform accounting information requirements
- analyse and evaluate accounting information to manage financial sustainability
- analyse and evaluate accounting information to develop and propose authentic accounting advice to inform decision-making
- apply communication skills in an accounting context

ASSESSMENT

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

Assessment Type 1: Accounting Concepts and Solutions (40%)

Students undertake four accounting concepts and solutions tasks. As a set, these tasks enable students to demonstrate their learning across all three learning strands.

Each of the accounting concepts and solutions tasks may concentrate on one or more learning strands within one focus area or a combination of the focus areas.

Across the set of four tasks, students apply their understanding of accounting concepts and conventions to:

- create and communicate accounting information
- explore, analyse, and interpret stakeholder needs
- analyse and evaluate accounting information
- develop and propose authentic accounting advice.

Scenarios for accounting concepts and solution tasks may include, for example:

- the interpretation of provided or student-sourced relevant accounting information to calculate appropriate ratios. Students complete a ratio analysis to provide advice to the manager of a business, such as the school canteen, to determine, for example, inventory turnover.



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- analysis of the revenue and expenses for a local business, such as a local sports club, to produce an income statement and cash flow statement, as well as appropriate advice to help the club president determine the appropriate source of finance to obtain new equipment.
- examination of a business' decision to manufacture its product offshore. Students evaluate the decision from the perspective of internal and/or external stakeholders. They analyse financial and non-financial information and evaluate issues that may arise from the decision.
- an interview with an accountant or business manager/owner about the key information used for decision-making by the business. Students analyse how and why the business uses the information. They evaluate the use and role of digital and emerging technologies in how the information is recorded, produced, and communicated.
- preparation of appropriate accounting information and advice to help manage the accounts receivable for a local business, such as a plumber. Students prepare a video explaining and supporting their advice for the stakeholder.

Possible formats for accounting concepts and solutions tasks may include, but are not limited to:

- ratio analysis
- preparation of accounts
- oral presentation
- multimodal presentation
- debate
- podcast
- web page
- essay.

Assessment Type 2: Accounting Advice (30%)

Students develop their accounting advice to suit one of the following focus areas:
managing financial sustainability

- providing accounting advice.

They demonstrate their learning across all three learning strands.

Students develop accounting information for use by stakeholders in decision-making.

Students prepare authentic accounting advice, using business data to:

- prepare forecasts (e.g. budgeted income statement, budgeted balance sheet, budgeted cash flow statement, and any other relevant accounting information)
- analyse and interpret accounting information, such as undertaking break-even analysis, calculating and interpreting ratios, and analysing relevant industry benchmarks
- provide recommendations such as, but not limited to, ownership structure, finance options, location of business, and financial viability of the proposal.

Business data should be realistic and be sourced or created by the teacher and/or student. Some examples include:

- current and historical product prices
- rent, utilities, website domain costs, wages
- interest rates, equipment costs, leasing costs.

For this assessment type, students analyse and evaluate a business opportunity or address a business issue to propose authentic accounting advice.



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Assessment Type 3: Examination (30%)

Students undertake a 130-minute external examination that is divided into two sections:

Section 1: Application of accounting skills (approximately 50%)

Students answer a range of problem-based or scenario-based questions, integrating accounting knowledge, skills, application, analysis, and interpretation involved in accounting practice.

Questions are drawn from the focus areas of understanding accounting concepts and conventions, and managing financial sustainability.

Section 2: Accounting for decision-making (approximately 50%)

Students evaluate and respond to a business issue through the analysis of source material. They analyse, evaluate, and synthesise information to provide accounting advice, considering different stakeholder perspectives. Advice may be provided in dot-point form.

Content is based on the focus area of providing accounting advice.

AGRICULTURAL PRODUCTION

ASSUMED PRIOR KNOWLEDGE

A satisfactory pass in at least one unit of either Year 10 Agriculture, Stage 1 Agriculture, Biology or Chemistry.

STUDY DESCRIPTION

This subject has no exams, assessment includes a variety of formats such as reports, practicals, tests and case studies. There is also a 30% externally assessed investigation, where students undertake individual research and present a production investigation, based on a horticultural or agricultural enterprise (2000 words).

This subject is created around the students who enroll in the subject. The subject has significant flexibility and can therefore be altered to have a scientific or non-scientific focus as required. Students develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and obtain knowledge and understanding relevant to primary industries. The students are able to explore both the theory and practical aspects of agriculture from the applied technology, enterprise, principles and management perspectives.

COURSE CONTENT

SACE approved curriculum can focusses on any of the following key areas –

Topic 1: Animal production

Topic 2: Plant production

Topic 3: Resource management

Topic 4: Agribusiness.

OUTCOMES

Agricultural Production provides students with the foundations to pursue a wide variety of vocational pathways, including those in agriculture and horticulture research, planning, management, production and tertiary pathways.

ASSESSMENT

Assessment in Agricultural and Horticultural Studies consists of the following components, weighted as shown:

School Assessment (70%)

- **Assessment Type 1: Applications (30%)**
Students complete three agricultural reports. Two reports have a practical focus, and one has a focus on science as a human endeavour in an agricultural context. Students investigate aspects of agriculture through practical discovery and data analysis, and/or by selecting, analysing, and interpreting information.
- **Assessment Type 2: Reports (40%)**
Students undertake three applications tasks, with at least one under the direct supervision of the teacher. The supervised setting should be appropriate to the task. Each supervised task should be a maximum of 90 minutes of class time, excluding reading time.

External Assessment (30%)

- **Assessment Type 3: Investigation (30%)**
Students individually undertake one production investigation. In negotiation with the teacher they develop and conduct their own individual practical investigation based on a primary production enterprise in agriculture.

ANCIENT STUDIES

ASSUMED PRIOR KNOWLEDGE

Completion of a Stage 1 course of study in the appropriate HASS subject to a satisfactory standard is desirable but not mandatory. Consultation with the Curriculum Leader should occur if a Stage 1 HASS subject has not been completed.

PATHWAYS

This subject can lead to a variety of History courses and journalism at university level. Due to the transferable skills used in this subject, many courses will be able to be accessed within the Humanities area at university.

SUBJECT DESCRIPTION

Ancient Studies is a 20-credit subject at Stage 2.

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, and investigate how the ancient world is, and has been, represented. They apply their inquiry skills to research and analyse primary and secondary sources and perspectives. Students investigate how people lived in the ancient world by examining evidence of the social, political, cultural, and/or economic institutions and structures. They explore the influence of some of the ideas and innovations that emerged from the ancient world.

In Ancient Studies, students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.

Contemporary societies have a long heritage based on civilisations of the past. The study of ancient cultures, therefore, enables students to explore the universality and diversity of human experience and enhance their own cultural and intercultural understanding.

COURSE CONTENT

Stage 2 Ancient Studies consists of the study of three topics, as well as complete an externally assessed individual inquiry developed in consultation with the teacher.

The topics are studied in the context of one or more societies, such as the classical Greek period. They use both primary and secondary sources to develop knowledge and understanding of the society. Students evaluate the significance of relevant selections from the works of ancient historians, writers, poets, philosophers, and/or thinkers, and of later historians and/or archaeologists, in the study of these societies.

Topic 1: Daily Life, where students explore the social history and daily life of the chosen society.

Topic 4: Religion, where students explore religious phenomena such as the Olympian religion, the mystery cults of Greece

Topic 7: Literature – drama and poetry, where students study two dramas from Sophocles and Euripides



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COURSE OUTCOMES

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Ancient Studies.

In this subject, students are expected to:

- research historical and/or archaeological materials and select information on the basis of relevance
- evaluate the authenticity, origin, reliability, usefulness, limitations, and contestable nature of sources
- analyse and synthesise evidence from different types of sources to develop an informed and persuasive argument
- pose hypotheses and/or ask focusing questions to guide inquiry and to develop a coherent plan for inquiry
- analyse texts to place events in their historical and/or literary context and appreciate that the past can be explained through a variety of narratives and perspectives
- evaluate differing perspectives on the past to understand the contestable nature of historical and/or archaeological knowledge and to draw reasoned conclusions
- analyse evidence of the historical concepts of evidence, continuity and change, cause and effect, perspectives, interpretations, and contestability
- communicate ideas and arguments appropriate to context, purpose, and audience
- examine and explain the contributions of past civilisations to contemporary cultural understandings and perspectives
- analyse how texts have been adapted for modern audiences in representing the past through creative works, such as film, novels, drama, visual arts, music, fiction, poetry, video games, web pages, and other texts
- practise ethical scholarship, including use of appropriate referencing techniques

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Ancient Studies:

School-based assessment:

- Assessment Type 1: Skills and Applications (50%) - five tasks
- Assessment Type 2: Connections (20%) - two tasks

Externally assessed:

- Assessment Type 3: Inquiry(30%) - one task

Students will have the chance to express their historical knowledge, skills and understanding through a variety of communication modes, which may include but not limited to:

- creation of a computer game or a concept for a game based on an historical civilization
- creation of a virtual museum
- a seminar, tutorial, or debate
- a character study
- a web page
- creative writing, such as a journal or letter
- a fictional interview with a character, or a transcript of an imaginary court case
- a stand-alone multimedia presentation or film
- an essay (discussion or argument)



BIOLOGY

ASSUMED PRIOR KNOWLEDGE

Completion of a Stage 1 course of study in a science subject to an appropriate standard is required. Completion of either Stage 1 Biology A or Biology B or both is recommended but not mandatory. Students who have not previously studied Biology should discuss their choice with the Curriculum Leader for Science before making their selection.

STUDY DESCRIPTION

This subject develops an understanding of how the key ideas of Biology can be studied at different levels. Macromolecules make up cells, cells make up organisms, and organisms make up ecosystems. Students are encouraged to develop good communication skills and to use their knowledge of Biology in designing practical work to solve problems and to make informed decisions about biological issues.

COURSE CONTENT

The course is based around four areas of Biology: DNA and proteins; Cells as a basis for life; Homeostasis; and Evolution. Within these broad areas, students will encounter an introduction to simple biochemistry relating to DNA and protein function, as well as energy pathways within a living system. The structure and function of cells, and how cells and organisms maintain homeostasis is covered before examining the concept of evolution and the origin of species.

A study of how the science of Biology relates to Society, especially relating to contemporary techniques such as genetic engineering is an integral part of the work covered.

OUTCOMES

- A study of Biology will help those students planning to study science at University or College;
- A basic understanding of Biology is helpful for those intending to study other science subjects including Psychology, Health Sciences and Environmental Sciences;
- An understanding of Biology will assist in making more informed judgments relating to global and biotechnological issues.

ASSESSMENT

The assessment pieces will be in the following format:

School-based Assessment	70%
• Assessment Type 1: Investigations Folio	(30%)
• Practical Investigations (2)	
• Investigation into Science as a Human Endeavour (1)	
• Assessment Type 2: Skills and Applications Tasks (4)	(40%)
External Component	30%
• 2-hour external written examination	(30%)

BUSINESS AND ENTERPRISE

ASSUMED PRIOR KNOWLEDGE

Completion of a Stage 1 course of study in the appropriate HASS subject to a satisfactory standard is desirable but not mandatory. Consultation with the Curriculum Leader should occur if a Stage 1 HASS subject has not been completed.

PATHWAYS

Business and Enterprise can lead to tertiary business studies at TAFE and University, and has transferable skills and knowledge applicable to tertiary studies of Humanities.

STUDY 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.

An insightful excursion to the **Adelaide Oval** is conducted to show how the many different and engaging aspects of business and enterprise are encapsulated in the operation of this iconic sports and entertainment venue. Case studies of the *RoofClimb* venture or the *Virtual Reality Cricket* experience will also be examined.

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

COURSE CONTENT

Stage 2 Business and Enterprise comprises a core topic, and seven option topics.
For a 20-credit subject, students complete the study of:

- the core topic
- two option topics

Core Topic

The Business Environment

- Business in Australia
- The Nature and Structure of Business
- The Business Enterprise

Option Topics (a selection of two of the following)

- *People, Business, and Work* (current option undertaken)
- Business and the Global Environment
- Business and Finance
- Business, Law, and Government
- Business and Technology
- *Business and Marketing* (current option undertaken)
- Business Research Task/Practical Application



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OUTCOMES

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. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

ASSESSMENT

School-based Assessment	70%
• Assessment Type 1: Folio	(30%)
• Assessment Type 2: Practical	(20%)
• Assessment Type 3: Issues Study	(20%)

External Component	30%
• Assessment Type 4: Report	(30%)

For a 20-credit subject, it is recommended that students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- four to six assessments for the folio
- one practical
- one issues study
- one report



CHEMISTRY

ASSUMED PRIOR KNOWLEDGE

It is essential to have succeeded in Chemistry at Stage 1 before doing this course.

STUDY DESCRIPTION

The study of Chemistry offers opportunities for students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes

COURSE CONTENT

Semester 1

How do we use chemistry in society?

- Mining
- Chemical Industry
- Water
- Perfumes, soaps, biodiesel, polymers and more

Semester 2

How does what we do affect the environment?

- Air
- Water
- Soil

OUTCOMES

- A study of Chemistry will prepare students to study Chemistry at University or TAFE
- An understanding of Chemistry is helpful and in some cases a prerequisite for those intending to study other science subjects e.g. Biology, Geology, Nutrition or Engineering. These subjects draw extensively on the principles of Chemistry to explain observed phenomena
- Knowledge of Chemistry will assist students to develop problem solving skills and to make more informed judgements as our society becomes increasingly technological
- The manipulative and observational skills acquired can be used in science related jobs, and may also be useful in other types of jobs



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ASSESSMENT

The assessment pieces will be in the following format:

School-based Assessment	70%
• Assessment Type 1: Investigations Folio	(30%)
• Practical Investigations	
• Investigation into Science as a Human Endeavour	
• Assessment Type 2: Skills and Applications Tasks	(40%)
External Component	30%
• 2-hour external written examination	(30%)

The student's achievement is to be measured against performance standards in two key areas:

- investigation, analysis and evaluation
- knowledge and application



CHINESE (BACKGROUND SPEAKERS)

ASSUMED PRIOR KNOWLEDGE

The Stage 2 Chinese Background Speakers course is designed for students who have a background in Chinese and who have had more than 1 year of full-time education in Chinese-speaking countries. (Grade 'B' or higher).

STUDY DESCRIPTION

This is an extended level course in which four designated learning requirements will be assessed:

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

There are four prescribed themes

- **China and the World** – aspects of political and historical developments, the environment, population issues and policies
- **Modernisation and Social Change** – exploring topics from educational change and social/employment opportunities, the impact of technology, the changing roles and expectations of women and men, the youth issues
- **The Overseas Chinese-speaking Communities** – exploring Chinese contributions in Australia, cultural evolution and adaptation
- **Language in Use in Contemporary China** – exploring writers in the Chinese language, the internet and the contemporary film

COURSE CONTENT

Semester 1

- Text Production: A piece of writing about one current issue in China
- Interaction: Conversation with the teacher, talking about one current Chinese social problem
- In-depth Study: (Part A – Oral presentation in Chinese about a selected topic for investigation)

Semester 2

- Text Analysis: Responding to a Chinese article about one Chinese current issue and answer related questions in Chinese and English
- In-depth Study: (Part B – Reflective essay in English on a selected topic; Part C – Written response in Chinese about a selected topic)



OUTCOMES

- Keep learning Chinese background course benefits to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge
- Provides clearer understanding and appreciation of the cultural contexts in which Chinese is used
- The ability to reflect on the students' own and other cultures
- Understanding of language as a system
- The ability to use Chinese to communicate with others, in conjunction with other learning and social skills, may increase students' vocational opportunities

ASSESSMENT

School-based Assessment 70%

- Assessment Type 1: Folio (50%)
(Four to Five Summative Tasks)
There are three assessments for the folio:
 - interaction: discussion, interview, debate, or role play in Chinese
 - text analysis: reading and responding, or analysing a text in Chinese
 - text production: short essay (450 characters) and extended essay (500 characters)
- Assessment Type 2: In-Depth Study (20%)
There are three assessments for the in-depth study:
 - one oral presentation in Chinese
 - one written response to the topic in Chinese
 - one reflective response in English

External Assessment 30%

- Assessment Type 3: Examination (30%)
 - Oral Examination
 - Discussion about the subject of the In-Depth Study
 - Written Examination
 - Section 1: Listening and Responding
 - Section 2: Reading and Responding
 - Section 3: Writing in Chinese



CHINESE (CONTINUERS)

ASSUMED PRIOR KNOWLEDGE

Year 11 Chinese or an equivalent standard (Grade 'B' or higher)

STUDY DESCRIPTION

This is an extended level course in which four designated learning requirements will be assessed:

- interact with others to exchange information, ideas, opinions and experiences in Chinese
- create texts in Chinese to express information, feelings, ideas and opinions
- analyse texts that are in Chinese to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication

There are three prescribed themes

- **The Individual** – aspects of one's personal world such as sense of self, aspirations for the future, personal values, opinions, ideas, relationships with others
- **The Chinese-speaking Communities** – exploring topics from the perspective of groups within those communities or the communities as a whole, reflecting also upon one's own culture
- **The Changing World** – exploring change as it affects the world of work, considering topics such as technology, trade and tourism

COURSE CONTENT

Semester 1

The Individual – This theme enables students to express in Chinese about aspects of one's personal world such as a sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others.

The Chinese-speaking Communities – This theme enables students to explore topics related to the Chinese society as a whole, and to encourage students to reflect on their own society in comparative analysis.

In-Depth Study (first section) – Students will be given the opportunity to choose their In-Depth Study topic from a range of areas related to China and Chinese speaking communities. This study enables students to investigate their topic, to broaden their knowledge, to analyse information. The first section will be completed in English.



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Semester 2

The Changing World – This theme enables students to explore change as it affects aspects of the world of work and other topics such as modern technology, social issues, environmental issues, and youth issues.

In-Depth Study (second section) – Students will continue to investigating their topic, broadening their knowledge, analysing information written in Chinese and English. This study also enables students to make comparisons between their learning and their personal experiences. The second section will be completed in Chinese, including oral presentation.

OUTCOMES

- Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge
- Students gain access to the rich cultural tradition of China and an understanding of different attitudes and values within the wider Australian community and beyond
- The ability to communicate in Chinese, in conjunction with other skills, may increase students' vocational opportunities in areas such as trade, tourism, banking, technology, and education

ASSESSMENT

School-based Assessment 70%

- Assessment Type 1: Folio (50%)
 - interaction: discussion, interview, debate, or role play in Chinese
 - text analysis: reading and responding, or analysing a text in Chinese
 - text production: short essay (250 characters) and extended essay (350 characters)
- Assessment Type 2: In-Depth Study (20%)
 - one oral presentation in Chinese
 - one written response to the topic in Chinese
 - one reflective response in English

External Assessment 30%

- Assessment Type 3: Examination (30%)
 - Oral Examination
 - Written Examination
 - Section 1: Listening and Responding
 - Section 2: Reading and Responding
 - Section 3: Writing in Chinese

CREATIVE ARTS FACULTY

Creative Arts - Art

Interested students can enrol in a Creative Arts subject as well as any Visual Arts subject as these are not precluded combinations.

Students cannot enrol in more than one Creative Arts subject or more than one Visual Arts subject. This is a precluded combination.

Students wanting to do two subjects from within these fields will be invited to meet with the Director of Learning.

ASSUMED PRIOR KNOWLEDGE

There is no SACE pre-requisite, however completion of Stage 1 Art or Design provides preliminary grounding for studying Stage 2 Creative Arts - Art. Discussion with the Curriculum Leader is advised.

STUDY DESCRIPTION

Creative Arts - Art offers students a chance to create personal projects which demonstrate their skills and creative thinking processes through folios and products. Emphasis is placed on investigation of ideas and the methods and ideas of historical and contemporary practitioners. Creative Arts Stage 2 offers students the opportunity to study an area of interest in the Creative Arts. This could include Art, Design, Photography or a combination of these specialization areas.

COURSE CONTENT

The creative arts process comprises of four interrelated elements common to all Creative Arts programs:

- investigation
- development
- production
- reflection

ASSESSMENT

This course consists of three major components: Product, Inquiry and Practical Skills which are worked on concurrently throughout the year. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	70%
• Assessment Type 1: Product	(50%)
• Assessment Type 2: Inquiry	(20%)

External Assessment	30%
• Assessment Type 3: Practical Skills	(30%)



SCHOOL-BASED ASSESSMENT

Assessment Type 1: Product **50%**

Students develop and present two creative arts products. One product may be experimental and used to prepare for the other product, or the products may be unrelated and enable students to explore and develop different knowledge, skills, and understanding.

Students also prepare and present a folio of support documentation (20 A3 pages with 2000 words) which demonstrates the creative arts process for the final products. This includes:

- investigation of relevant concepts and creative arts in practice
- development and refinement of ideas
- development and use of skills in media and production processes
- individual and/or collaborative work
- critical analysis of and personal reflection on the processes and product(s)

Assessment Type 2: Inquiry **20%**

Students undertake one inquiry and investigate an area of creative arts practice that is of interest to them, or that is closely connected to their creative arts product(s). Students choose topics in consultation with their teacher. The inquiry must not repeat evidence of learning used for the product(s) or in the record of support materials in Assessment Type 1.

For the inquiry, students:

- plan, design, and explore the breadth and depth of the study
- identify, access, interpret, and critically analyse data from different sources
- determine the most appropriate methods and processes for collecting and collating data, materials, and information
- analyse and evaluate collected data, materials, and information
- synthesise aspects of the collected data, materials, and information into a coherent report

As part of the inquiry, students undertake a review in which they:

- critique one or more practitioners' creative arts products that are closely related to the chosen area of investigation
- summarise and make conclusions about the findings of the investigation
- communicate personal aesthetic opinions on creative arts issues
- evaluate their own learning

Students present a report on the inquiry and review. The report should be a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.

EXTERNAL ASSESSMENT

Assessment Type 3: Practical Skills **30%**

Students undertake one practical skills assessment. They are required to:

- conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred area of the creative arts
- provide documentation of the key phases of the skills exploration and application
- present an evaluative response



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Exploration and Application

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

Students may either:

- explore and apply skills directly related to, or an extension of, the development and production of Assessment Type 1

or

- explore and apply skills related to other areas of interest relevant to the program focus.

All experiments or explorations with genres, styles, media, materials, techniques, processes, and technologies should be recorded.

Evaluation of skills exploration and application may be written or oral. Written or oral introductory comments, and annotated or oral reflective and analytical comments, should be recorded throughout the skills development. Students should also make some concluding evaluative observations about their skills exploration and application process.

The documentation and evaluation should consist of a maximum of twelve pieces of evidence that best illustrate the key phases of skills exploration and application, and the student's evaluative response. The combined evidence should be a maximum of 2000 words if written or a maximum of 12 minutes of recorded oral communication, or the equivalent in multimodal form.

LEVY INFORMATION

This subject has a levy of \$125.



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CREATIVE ARTS FACULTY

Creative Arts - Design

Interested students can enrol in a Creative Arts subject as well as any Visual Arts subject as these are not precluded combinations.

Students cannot enrol in more than one Creative Arts subject or more than one Visual Arts subject. This is a precluded combination.

Students wanting to do two subjects from within these fields will be invited to meet with the Director of Learning.

ASSUMED PRIOR KNOWLEDGE

There is no SACE pre-requisite, however completion of Stage 1 Design or Art provides a preliminary grounding for studying Stage 2 Creative Arts - Design. Discussion with the Curriculum Leader is advised.

STUDY DESCRIPTION

Creative Arts - Design offers students a chance to create personal projects which demonstrate their skills and creative thinking processes through folios and products. Emphasis is placed on investigation of ideas and the methods and ideas of historical and contemporary practitioners. Creative Arts Stage 2 offers students the opportunity to study an area of interest in the Creative Arts. This could include Design, Photography, Art or a combination of these areas.

COURSE CONTENT

The creative arts process comprises of four interrelated elements common to all Creative Arts programs:

- investigation
- development
- production
- reflection

ASSESSMENT

This course consists of three major components: Product, Inquiry and Practical Skills which are worked on concurrently throughout the year. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	70%
• Assessment Type 1: Product	(50%)
• Assessment Type 2: Inquiry	(20%)

External Assessment	30%
• Assessment Type 3: Practical Skills	(30%)



SCHOOL-BASED ASSESSMENT

Assessment Type 1: Product **50%**

Students develop and present two creative arts products. One product may be experimental and used to prepare for the other product, or the products may be unrelated and enable students to explore and develop different knowledge, skills, and understanding.

Students also prepare and present a folio of support documentation (20 A3 pages with 2000 words) which demonstrates the creative arts process for the final products. This includes:

- investigation of relevant concepts and creative arts in practice
- development and refinement of ideas
- development and use of skills in media and production processes
- individual and/or collaborative work
- critical analysis of and personal reflection on the processes and product(s)

Assessment Type 2: Inquiry **20%**

Students undertake one inquiry and investigate an area of creative arts practice that is of interest to them, or that is closely connected to their creative arts product(s). Students choose topics in consultation with their teacher. The inquiry must not repeat evidence of learning used for the product(s) or in the record of support materials in Assessment Type 1.

For the inquiry, students:

- plan, design, and explore the breadth and depth of the study
- identify, access, interpret, and critically analyse data from different sources
- determine the most appropriate methods and processes for collecting and collating data, materials, and information
- analyse and evaluate collected data, materials, and information
- synthesise aspects of the collected data, materials, and information into a coherent report

As part of the inquiry, students undertake a review in which they:

- critique one or more practitioners' creative arts products that are closely related to the chosen area of inquiry
- summarise and make conclusions about the findings of the inquiry
- communicate personal aesthetic opinions on creative arts issues
- evaluate their own learning

Students present a report on the inquiry and review. The report should be a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.

EXTERNAL ASSESSMENT

Assessment Type 3: Practical Skills **30%**

Students undertake one practical skills assessment. They are required to:

- conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred area of the creative arts
- provide documentation of the key phases of the skills exploration and application



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- present an evaluative response.

Exploration and Application

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

Students may either:

- explore and apply skills directly related to, or an extension of, the development and production of Assessment Type 1

or

- explore and apply skills related to other areas of interest relevant to the program focus

All experiments or explorations with genres, styles, media, materials, techniques, processes, and technologies should be recorded.

Evaluation of skills exploration and application may be written or oral. Written or oral introductory comments, and annotated or oral reflective and analytical comments, should be recorded throughout the skills development. Students should also make some concluding evaluative observations about their skills exploration and application process.

The documentation and evaluation should consist of a maximum of twelve pieces of evidence that best illustrate the key phases of skills exploration and application, and the student's evaluative response. The combined evidence should be a maximum of 2000 words if written or a maximum of 12 minutes of recorded oral communication, or the equivalent in multimodal form.

LEVY INFORMATION

This subject has a levy of \$125.



CREATIVE ARTS FACULTY

Creative Arts - Photography

Interested students can enrol in a Creative Arts subject as well as any Visual Arts subject as these are not precluded combinations.

Students can not enrol in more than one Creative Arts subject or more than one Visual Arts subject. This is a precluded combination.

Students wanting to do two subjects from within these fields will be invited to meet with the Director of Learning.

ASSUMED PRIOR KNOWLEDGE

There is no SACE pre-requisite, however completion of Stage 1 Photography provides a preliminary grounding for studying Stage 2 Creative Arts - Photography. Discussion with the Curriculum Leader is advised.

STUDY DESCRIPTION

Creative Arts - Photography offers students a chance to create personal projects which demonstrate their skills and creative thinking processes through folios and products. Emphasis is placed on investigation of ideas and the methods and ideas of historical and contemporary practitioners. Creative Arts Stage 2 offers students the opportunity to study an area of interest in the Creative Arts. This could include Photography, Design, Art or a combination of these areas.

COURSE CONTENT

The creative arts process comprises of four interrelated elements common to all Creative Arts programs:

- investigation
- development
- production
- reflection

ASSESSMENT

This course consists of three major components: Product, Inquiry and Practical Skills which are worked on concurrently throughout the year. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	70%
• Assessment Type 1: Product	(50%)
• Assessment Type 2: Inquiry	(20%)

External Assessment	30%
• Assessment Type 3: Practical Skills	(30%)



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SCHOOL-BASED ASSESSMENT

Assessment Type 1: Product **50%**

Students develop and present two creative arts products. One product may be experimental and used to prepare for the other product, or the products may be unrelated and enable students to explore and develop different knowledge, skills, and understanding.

Students also prepare and present a folio of support documentation (20 A3 pages with 2000 words) which demonstrates the creative arts process for the final products. This includes:

- investigation of relevant concepts and creative arts in practice
- development and refinement of ideas
- development and use of skills in media and production processes
- individual and/or collaborative work
- critical analysis of and personal reflection on the processes and product(s)

Assessment Type 2: Inquiry **20%**

Students undertake one inquiry and investigate an area of creative arts practice that is of interest to them, or that is closely connected to their creative arts product(s). Students choose topics in consultation with their teacher. The inquiry must not repeat evidence of learning used for the product(s) or in the record of support materials in Assessment Type 1.

For the inquiry, students:

- plan, design, and explore the breadth and depth of the study
- identify, access, interpret, and critically analyse data from different sources
- determine the most appropriate methods and processes for collecting and collating data, materials, and information
- analyse and evaluate collected data, materials, and information
- synthesise aspects of the collected data, materials, and information into a coherent report

As part of the inquiry, students undertake a review in which they:

- critique one or more practitioners' creative arts products that are closely related to the chosen area of investigation
- summarise and make conclusions about the findings of the investigation
- communicate personal aesthetic opinions on creative arts issues
- evaluate their own learning

Students present a report on the inquiry and review. The report should be a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.

EXTERNAL ASSESSMENT

Assessment Type 3: Practical Skills **30%**

Students undertake one practical skills assessment. They are required to:

- conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred area of the creative arts
- provide documentation of the key phases of the skills exploration and application
- present an evaluative response.



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Exploration and Application

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

Students may either:

- explore and apply skills directly related to, or an extension of, the development and production of Assessment Type 1
- or
- explore and apply skills related to other areas of interest relevant to the program focus.

All experiments or explorations with genres, styles, media, materials, techniques, processes, and technologies should be recorded.

Evaluation of skills exploration and application may be written or oral. Written or oral introductory comments, and annotated or oral reflective and analytical comments, should be recorded throughout the skills development. Students should also make some concluding evaluative observations about their skills exploration and application process.

The documentation and evaluation should consist of a maximum of twelve pieces of evidence that best illustrate the key phases of skills exploration and application, and the student's evaluative response. The combined evidence should be a maximum of 2000 words if written or a maximum of 12 minutes of recorded oral communication, or the equivalent in multimodal form.

LEVY INFORMATION

This subject has a levy of \$125.



CUA30113 Certificate III in Dance

ASSUMED PRIOR KNOWLEDGE

Previous experience in contemporary and classical technique. Successful completion of Stage 2 Dance or audition and approval by the Head of Dance and VET Dance Instructor is a requirement of entry.

PATHWAYS

The CUA30113 Certificate III in Dance provides further study for those interested in transitioning into Dance at a Tertiary level (e.g. CUA40113 Certificate IV in Dance or Bachelor of Arts (Dance)). It is also suitable for students interested in pursuing further study and careers in allied dance professions such as Education (e.g. Specialist Dance Teacher (Primary) or dance teaching within a studio context), Physiotherapy and Pilates/Barre Instruction.

STUDY DESCRIPTION

The Certificate III in Dance offers students the opportunity to extend their dance skills post Stage 2 Dance. Introduced at Westminster School in 2019, this course is offered on site and scheduled within the Year 12 timetable. Students will increase their practical understanding of both contemporary and classical technique as well as conditioning for performance. Compositional studies further develop the student's awareness and skill in the area of dance making. Students will engage in both creative process and performance experience, developing their artistry and expression. Units of study are also undertaken to prepare students to work effectively in the dance industry.

COURSE CONTENT

The Certificate III in Dance consists of 13 units of study.

6 Core Units

CUACHR301	Develop basic dance composition skills
CUADAN202	Incorporate artistic expression into basic dance performances
CUADAN301	Explore rhythm in dance or movement technique
CUAIND301	Work effectively in the creative arts industry
CUAHS301	Condition the body for dance performances
CUAPRF307	Develop performance techniques

7 Additional Units

Additional units are studied in both contemporary and classical technique. These units cover dance industry and career preparation skills in areas such as career planning, auditioning and performance.



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OUTCOMES

The Certificate III in Dance CUA30113 is a nationally recognised dance qualification which can be completed as part of Year 12 studies. The certificate can contribute toward achievement of the SACE and an ATAR. It prepares high achieving dance students for tertiary study in dance and to enter the dance industry. It also supports the development of a range of transferable employment and life skills, such as the ability to work both collaboratively and independently toward successful outcomes.

The certificate is designed to develop students':

- Knowledge and skill in dance techniques
- Appropriate conditioning for performance
- Composition and dance-making skills to effectively communicate ideas
- Ability to work effectively with others and independently in a dance context
- Artistry and expression for performance
- Knowledge and skills for working within the dance industry
- Personal qualities and transferable skills to enable pursuit of a range of careers and challenges

ASSESSMENT

As a VET certificate, assessment takes the form of skills based competency assessment. Successful completion of all units is required in order to attain the CUA30113 Certificate III in Dance qualification. The certificate is equivalent to a Stage 2 SACE Subject and 70 SACE points are awarded upon completion.

The Certificate III in Dance can contribute towards achievement of the SACE and an ATAR.

COURSE FEE CONTRIBUTION

Families may be expected to contribute a nominal fee toward this subject.

ADDITIONAL INFORMATION

Certificate III in Dance students are required to attend a co-curricular ballet class. Additional contact hours for specific units may be required at times during the year.



DANCE

ASSUMED PRIOR KNOWLEDGE

Prior Dance training is necessary in one or more of the genres of Ballet, Contemporary Dance, Jazz or Tap techniques. Completion of Stage 1 Dance is preferred and recommended.

PATHWAYS

Tertiary Dance/theatre/performing arts study

STUDY DESCRIPTION

Dance at Stage 2 offers a comprehensive theoretical study of the history and traditions of dance. It also offers an in-depth study of skills in one dance technique. The study of Dance also places emphasis on the historical and contemporary aspects of Dance, and requires the student to choreograph one dance or create compositional studies, and produce a folio based on either their choreography or technique studies. Students will have the opportunity to perform in Dance productions – 'Dance Allsorts' Semester 1 and 'The SACE examination performance' Semester 2.

COURSE CONTENT

Assessment Type 1: Skills Development 50%

- Part 1 – Choreography of up to 4 minutes that can comprise up to three separate dance pieces if the student prefers, for example, one 4 minute piece, or two 2 minute pieces, or three 1.3 minute compositional studies
- Part 2 – Technique: comprising of a videotaped technique demonstration for moderation purposes
- Part 3 – Folio: a process-based evaluation of either the choreography or the technique study. This may include research and investigation into areas such as safe dance practices, body conditioning, anatomy and kinesiology, cross training, and injury prevention.

Assessment Type 2: Written Response 20%

Students undertake research into dance perspectives – the works, practice, and issues from both a historical period and a contemporary period. Students analyse, interpret, and give informed opinions on the focus of their research. Students undertake two written responses in which they answer research or critical review questions. Each written response should be a maximum of 1000 words.

Assessment Type 3: Performance 30%

Students are assessed on one of the following: a dance performance; a choreographic work; a presentation of one or more off stage roles. Dance performers are assessed in a group production, with time on stage of approximately 15 minutes. Students who are assessed in choreography or one or more off stage roles must conduct a presentation of 10 to 15 minutes following the performance.



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OUTCOMES

The Stage 2 Dance subject provides a pathway to tertiary study, including the nationally accredited training package for entertainment. This subject also provides students with the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce successful outcomes, and the poise and confidence to work with others in areas such as public relations. Involvement in the development of a group Dance production will give students technical skills, an understanding of arts administration and management, skills required if they desire to work in amateur or professional theatre.

These subjects are designed to develop students':

- understanding and application of dance skills and techniques, including safe dance practice
- development of a broad range of dance-making skills to create innovative vocabulary
- ability to apply aesthetic criteria in creating and responding to dance
- skills of evaluation and appreciation of dance as an art form as, a means of expression and as an important part of the culture of a community
- appreciation of the diverse ways in which technology can enrich the study of dance as a tool for research, choreography, improvisation, and communication
- recognition and understanding of the historical and cultural contexts of dance, and the role it plays in a particular society
- personal qualities and transferable skills that will enable them to pursue a range of careers and challenges

ASSESSMENT

School-based Assessment	70%
• Assessment Type 1: Skills Development	(50%)
• Assessment Type 2: Written Response	(20%)

External Component	30%
• Assessment Type 3: Performance	(30%)

Students should provide evidence of their learning through six assessments, including the External Assessment Component. Students undertake:

- three practical skills assessments (choreography, technique, folio)
- two written responses (essay or alternative medium)
- one dance performance or one presentation in an off stage role i.e. costume design, choreography, stage management



DESIGN AND TECHNOLOGY – Material Solutions - Fashion

ASSUMED PRIOR KNOWLEDGE

There is no SACE pre-requisite.

STUDY DESCRIPTION

Design and Technology – Fashion offers students a chance to create personal projects which demonstrate their skills and creative thinking processes through folios and products. Emphasis is placed on the design process and the investigation and development of ideas in order to produce practical outcomes. Students study historical and contemporary practitioners in order to gain an understanding of the social context within the design medium.

COURSE CONTENT

The design process comprises of four interrelated elements common to all design programs:

- investigation
- development
- production
- reflection

ASSESSMENT

This course consists of three major components: Product, Investigation and Practical Skills which are worked on concurrently throughout the year. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	70%
• Assessment Type 1: Product	(50%)
• Assessment Type 2: Investigation	(20%)

External Assessment	30%
Assessment Type 3: Practical Skills	(30%)

SCHOOL-BASED ASSESSMENT

Assessment Type 1: Product 50%

Students develop and present two design products. One product may be experimental and used to prepare for the other product, or the products may be unrelated and enable students to explore and develop different knowledge, skills, and understanding.

Students also prepare and present a folio of support documentation (20 A3 pages with 2000 words) which demonstrates the design process for the final products. This includes:

- investigation of relevant concepts and design in practice
- development and refinement of ideas



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- development and use of skills in media and production processes
- individual and/or collaborative work
- critical analysis of and personal reflection on the processes and product(s)

Assessment Type 2: Investigation 20%

Students undertake one investigation and investigate an area of design practice that is of interest to them, or that is closely connected to their design product(s). Students choose topics in consultation with their teacher. The investigation must not repeat evidence of learning used for the product(s) or in the record of support materials in Assessment Type 1.

For the investigation, students:

- plan, design, and explore the breadth and depth of the study
- identify, access, interpret, and critically analyse data from different sources
- determine the most appropriate methods and processes for collecting and collating data, materials, and information
- analyse and evaluate collected data, materials, and information
- synthesise aspects of the collected data, materials, and information into a coherent report

As part of the investigation, students undertake a review in which they:

- critique one or more practitioners' design products that are closely related to the chosen area of investigation
- summarise and make conclusions about the findings of the investigation
- communicate personal aesthetic opinions on design issues
- evaluate their own learning.

Students present a report on the investigation and review. The report should be a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.

EXTERNAL ASSESSMENT

Assessment Type 3: Practical Skills 30%

Students undertake one practical skills assessment. They are required to:

- conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred area of the design
- provide documentation of the key phases of the skills exploration and application
- present an evaluative response.

Exploration and Application

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

Students may either:

- explore and apply skills directly related to, or an extension of, the development and production of Assessment Type 1

or

- explore and apply skills related to other areas of interest relevant to the program focus.

All experiments or explorations with genres, styles, media, materials, techniques, processes, and technologies should be recorded.



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Evaluation of skills exploration and application may be written or oral. Written or oral introductory comments, and annotated or oral reflective and analytical comments, should be recorded throughout the skills development. Students should also make some concluding evaluative observations about their skills exploration and application process.

The documentation and evaluation should consist of a maximum of twelve pieces of evidence that best illustrate the key phases of skills exploration and application, and the student's evaluative response. The combined evidence should be a maximum of 2000 words if written or a maximum of 12 minutes of recorded oral communication, or the equivalent in multimodal form.

LEVY INFORMATION

This subject has a levy of \$120.



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DESIGN AND TECHNOLOGY – MATERIAL SOLUTIONS – WOOD / METAL

Material Solutions courses will run dependent on the numbers of students who have nominated for the course.

ASSUMED PRIOR KNOWLEDGE

No pre-requisites for Year 12. Ideally, students will have successfully completed the Stage 1 Design and Technology – Material Solutions in either Wood or Metal.

STUDY DESCRIPTION

This focus area involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and resistant materials such as metals and wood.

- Design and Technology is relevant to a broad range of employment opportunities
- Provides students with real-life problem solving skills
- Assists in developing appreciation of manufacturing technology in society
- Helps to develop an appreciation of 'quality' in manufactured products
- Provides students with confidence to tackle day to day practical tasks

COURSE CONTENT

Students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They make sound decisions about materials and techniques, based on their testing and understanding of the physical properties and working characteristics of materials. Students identify product characteristics and make critical judgments about the design and creation of products and systems.

They work with a range of tools, materials, equipment, and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief.

Students investigate and critically analyse a range of products, processes, and production techniques used in industrial situations. This information is used to create potential solutions through the design and creation of products and systems. Students identify demands on their design, taking cost, ethical, cultural, and environmental issues into account. They explain how their ideas address these demands, and use their analysis to produce proposals for the present and future.

The learning requirements for Stage 2 Design and Technology emphasise the importance of the design process as a preliminary to the realisation process.



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OUTCOMES

Students are expected to:

1. investigate and critically analyse the purpose, design concepts, processes, and production techniques of existing products or systems
2. create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge
3. investigate, analyse, and use the differing functional characteristics and properties of materials, components, processes, and equipment to create products or systems safely
4. use the design process to select materials, components, processes, techniques, and equipment, to develop and implement solutions and ideas for products or systems
5. apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities
6. evaluate product or system development and outcome, and reflect on technological ideas and procedures used, with reference to the design brief
7. analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

Semester 1

The emphasis will be on the 'Skills and Applications Tasks' which involves the development of skills and knowledge. Students will be required to learn and understand various manufacturing processes and then be able to apply this information and make judgments as to its appropriateness in various situations. Students will also start their design folio for their major product.

Semester 2

During this semester the focus will be on the realisation of their major product and finalisation of the associated design folio.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Design and Technology:

For a 20-credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:

- three or four skills and applications tasks
- two products
- two assessments for the folio.

School Assessment (70%)

- *Assessment Type 1: Skills and Applications Tasks (20%)*
- Students, in consultation with their teachers, identify an area of learning to develop and demonstrate skills and knowledge of processes and production techniques for realisation of their product(s) or system(s). The skills area chosen may provide further development of existing skills or develop new skills required for the product realisation. Students and teachers may negotiate whether it would be appropriate to demonstrate these skills in a single session, or over a more extended period of time. This assessment covers aspects of the investigating, planning, and producing parts of the design cycle and could consist of one activity or a series of activities.



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- **Materials Application** - Students investigate and analyse the functional characteristics and properties of two or more materials or components they are considering for use in the creation of their product(s) or system(s). They report on how their research into and testing of the functional characteristics and properties of these materials or components will affect their selection for use in the realisation of their product(s) or system(s).
- Assessment Type 2: Product (50%)
- For a 20-credit subject, students create one minor and one major product that allow them to demonstrate an appropriate range of skills, techniques, knowledge, and ideas. The products are each supported by a product record that documents the process, including modifications, planning, and production. The minor product may be a component of, or designed to complement, the major product.
- The product (or minor product and major product) may be a product or system. A product may also be a model, prototype, process, or part.

External Assessment (30%)

- Assessment Type 3: Folio (30%)
- The folio consists of documentation and analysis of the product design process and product evaluation. For a 20-credit subject, the investigation section of the design process includes an analysis of the impact of the product or system, and/or technologies related to it, on the individual, society, and/or the environment.
- For a 20-credit subject, students undertake one product design process and one product evaluation for the major product in Assessment Type 2.
- This assessment type is designed to enable students to further develop and refine their use of the design process. They investigate technical skills, analyse possible applications of these skills, and evaluate ways in which their own skills have developed and improved.

LEVY INFORMATION

This subject has a levy of \$45.



DESIGN AND TECHNOLOGY – COMMUNICATION PRODUCTS MULTIMEDIA

ASSUMED PRIOR KNOWLEDGE

This subject has no pre-requisites however, the completion of Stage 1 Design Technology - Digital Video (or Photography), Digital Technology – Programming, or Digital Technology – Web Design is recommended as it provides students with background knowledge and skills to aim for a high achievement in this course. However students new to the subject learn the necessary skills through the skills tasks in Term One. The majority of the course is structured around the student designing and creating a product of their choice.

STUDY DESCRIPTION

In this course students will have the opportunity to specialise in one of the following areas of multimedia:

- Option 1: Video Production/2D Animation
- Option 2: Interactive Multimedia Authoring
- Option 3: Website Design and Programming
- Option 4: Other context and involves creation of a digital communication product

The course has been designed to allow each student to achieve success relevant to their own area of interest and ability in one of the options provided. Skills tasks and minor projects are designed to build a progression of technological knowledge, skills and understanding of the design process to prepare them for the design and development of their own multimedia product such as a multimedia game, interactive website, an animation or short digital film. The theme for each student is to be negotiated between the student and the teacher. Students with previous experience can try more advanced techniques, whilst students new to the subject are able to develop their skills and produce a product according to their ability.

Design Technology - Multimedia provides a good foundation for students, who wish to pursue a career in design, the multimedia industry, information technology, or the film and media industry. Studying Multimedia will help students develop a range of useful skills (technical, organisational and creative) that are useful for any future tertiary studies regardless of the field being pursued.

COURSE CONTENT

Skills and Applications Tasks

There are two skills tasks which are designed give students the opportunity to develop their skills in the area they have chosen to pursue. This could include creating a simple prescribed multimedia game or the filming of a scene from a provided storyboard.

Materials Investigation

Students will research and analyse the characteristics and properties of two materials that they are considering for use within their multimedia product and investigate the ways in which the properties of materials relate to their performance and their selection for use in specific situations (i.e. lighting for a horror film).



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Minor Product

Students will explore and refine their skills through the completion of a multimedia or film based product from a structured brief provided by the teacher. For example this could include filming and editing a short 1 - 2 minute scene that concentrates on Mise-en-scène for a particular genre (i.e. Horror, Film Noir).

Major Product

Produce an interactive multimedia product, website, 2D animation or video for a genuine need in industry, education or entertainment.

Folio

The folio consists of documentation, analysis and product evaluation of the major product that is produces. It includes an investigation into the effects of multimedia applications on society.

OUTCOMES

Students will:

- examine the effects of design and technology on society and culture, past, present, and future, and critically discuss the inherent ethical, cultural, and environmental issues
- investigate and critique current industrial practices relating to production techniques of products, processes, and systems
- use imagination and creativity to make proposals and choices about new ideas for products, processes, and systems
- apply appropriate design methodologies to technological problems and devise possible solutions
- identify and use the differing characteristics and properties of materials, components, equipment, processes, and systems to solve technological problems
- safely use materials and components, and tools and equipment, to manufacture models and prototypes of products, processes, or systems
- use a range of communication skills to provide information about a product, process, or system in a manner appropriate to the audience

ASSESSMENT

School-based Assessment	70%
• Assessment Type 1: Skills and Application Tasks	(20%)
2 x Specialised Materials Application	
1 x Materials Application	
• Assessment Type 2: Product	(50%)
1 x Minor Project (including folio)	
1 x Major Project (including product record)	
External Component	30%
• Assessment Type 3: Folio	(30%)
1 x Folio	



DESIGN & TECHNOLOGY – SYSTEMS AND CONTROL PRODUCTS – CAD ENGINEERING

ASSUMED PRIOR KNOWLEDGE

No pre-requisites for Year 12. Ideally, students will have completed the Stage 1 Design and Technology CAD Engineering course.

STUDY DESCRIPTION

This focus area involves the use of devices such as electrical, electronic, mechanical, pneumatic, hydraulic, and interface components, including programmable control devices (CAD / CAM manufacturing), to design and make systems and control products. Students produce outcomes that demonstrate the knowledge and skills associated with using control systems, processes, and materials.

CAD/Engineering aims to develop enterprising skills and attributes that equip students to identify, create, initiate, and successfully manage the development of products, processes, or systems. They will learn to reflect on, evaluate, and build on their achievements. This course is designed to give students the skills and knowledge to use tools, materials, and systems safely and competently, and to apply technological processes, software and technology equipment to investigate, design, develop and evaluate a product. It also provides students the opportunity to explore and develop technologies and demonstrate insight into the future uses of this technology. They will critique issues and the impacts of technology, including social and environmental outcomes.

- Design and Technology is relevant to a broad range of employment opportunities
- Provides students with real-life problem solving skills
- Assists in developing appreciation of manufacturing technology in society
- Helps to develop an appreciation of 'quality' in manufactured products
- Provides students with confidence to tackle day to day practical tasks

COURSE CONTENT

Students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They make sound decisions about materials and techniques, based on their testing and understanding of the physical properties and working characteristics of materials. Students identify product characteristics and make critical judgments about the design and creation of products and systems.

They work with a range of tools, materials, equipment, and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief.

Students investigate and critically analyse a range of products, processes, and production techniques used in industrial situations. This information is used to create potential solutions through the design and creation of products and systems. Students identify demands on their design, taking cost, ethical, cultural, and environmental issues into account. They explain how their ideas address these demands, and use their analysis to produce proposals for the present and future.



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The learning requirements for Stage 2 Design and Technology emphasise the importance of the design process as a preliminary to the realisation process.

OUTCOMES

Students are expected to:

1. investigate and critically analyse the purpose, design concepts, processes, and production techniques of existing products or systems
2. create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge
3. investigate, analyse, and use the differing functional characteristics and properties of materials, components, processes, and equipment to create products or systems safely
4. use the design process to select materials, components, processes, techniques, and equipment, to develop and implement solutions and ideas for products or systems
5. apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities
6. evaluate product or system development and outcome, and reflect on technological ideas and procedures used, with reference to the design brief
7. analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

Semester 1

The emphasis will be on the 'Skills and Applications Tasks' which involves the development of skills and knowledge. Students will be required to learn and understand various manufacturing processes and then be able to apply this information and make judgments as to its appropriateness in various situations. Students will also start their design folio for their major product.

Semester 2

During this semester the focus will be on the realisation of their major product and finalisation of the associated design folio.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Design and Technology:

For a 20-credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:

- three or four skills and applications tasks
- two products
- two assessments for the folio.

School Assessment (70%)

Assessment Type 1: Skills and Applications Tasks (20%)

- Students, in consultation with their teachers, identify an area of learning to develop and demonstrate skills and knowledge of processes and production techniques for realisation of their product(s) or system(s). The skills area chosen may provide further development of existing skills or develop new skills required for the product realisation. Students and teachers may negotiate whether it would be appropriate to demonstrate these skills in a single session, or over a more extended period of time. This assessment covers aspects of the investigating, planning, and producing parts of the design cycle and could consist of one activity or a series of activities.



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- **Materials Application** - Students investigate and analyse the functional characteristics and properties of two or more materials or components they are considering for use in the creation of their product(s) or system(s). They report on how their research into and testing of the functional characteristics and properties of these materials or components will affect their selection for use in the realisation of their product(s) or system(s).

Assessment Type 2: Product (50%)

- For a 20-credit subject, students create one minor and one major product that allow them to demonstrate an appropriate range of skills, techniques, knowledge, and ideas. The products are each supported by a product record that documents the process, including modifications, planning, and production. The minor product may be a component of, or designed to complement, the major product.
- The product (or minor product and major product) may be a product or system. A product may also be a model, prototype, process, or part.

External Assessment (30%)

Assessment Type 3: Folio (30%)

- The folio consists of documentation and analysis of the product design process and product evaluation. For a 20-credit subject, the investigation section of the design process includes an analysis of the impact of the product or system, and/or technologies related to it, on the individual, society, and/or the environment.
- For a 20-credit subject, students undertake one product design process and one product evaluation for the major product in Assessment Type 2.
- This assessment type is designed to enable students to further develop and refine their use of the design process. They investigate technical skills, analyse possible applications of these skills, and evaluate ways in which their own skills have developed and improved.

LEVY INFORMATION

This subject has a levy of \$75.



DIGITAL TECHNOLOGIES

ASSUMED PRIOR KNOWLEDGE

It is assumed that students undertaking this subject will have completed at least 10 credits of Stage 1 Digital Technologies or have some prior experience in programming.

STUDY DESCRIPTION

The past 40 years has seen a strong digital technology revolution. We have rapidly become a digital society where computer-related technology is embedded in most aspects of our daily lives. Computers are now commonplace in work, leisure, and education, and the dependence that society places on these digital systems will continue to increase as the technology becomes more sophisticated and new human-computer interactions are made more effective and natural.

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.

COURSE CONTENT

The course consists of four focus areas: computational thinking, design and programming, data analytics and iterative project development.

- In Focus area 1: Computational thinking, students develop and extend their computational thinking skills and strategies to identify, deconstruct, and solve problems of interest. These strategies include pattern recognition, abstraction, and algorithm design.
- In Focus area 2: Design and programming, students analyse a problem, and design, write the code for, test, and implement a solution.
- In Focus area 3: Data analytics, students analyse data sets in order to understand a problem, test a hypothesis, and draw conclusions from which to make decisions.
- In Focus area 4: Iterative project development, students' scope problems, plan a project, clarify project features, and develop and evaluate appropriate code.

ASSESSMENT

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

School assessment (70%)

- Assessment Type 1: Project Skills (50%) through four project skills tasks
- Assessment Type 2: Collaborative Project (20%) through one collaborative project

External assessment (30%)

- Assessment Type 3: Individual Digital Solution (30%)



DRAMA

ASSUMED PRIOR KNOWLEDGE

One semester of Drama studied during both Year 10 and 11 is highly desirable. Performance/Backstage experience is highly desirable. Students should have taken part in at least one production as a performer or in a technical capacity and should have written critically about performances they have attended. It is preferable for students to have studied some history and theory of Drama.

Students of ability without performance experience must exhibit a strong interest in the performing arts and be able to work cooperatively within a group. The prerequisites for those without experience are as follows:

- undergo an interview with the Head of Drama
- provide evidence that previous experience is satisfactory
- provide evidence of satisfactory academic achievement

STUDY DESCRIPTION

The teaching and learning program is based on the following four areas of study:

- group analysis and creative interpretation
- review and reflection
- interpretative study
- presentation of dramatic works

Group Analysis and Creative Interpretation

In this area of study, students work in groups to analyse a play-script or the work of a dramatic innovator, and devise creative interpretations of these works in practical and collaborative ways. Teachers, in negotiation with their students, decide on the play-script or dramatic innovator from the prescribed list published in the Stage 2 Arts Learning Area Manual.

If a play-script is chosen for Assessment Type 1, a dramatic innovator must be chosen for Assessment Type 3. If a dramatic innovator is chosen for Assessment Type 1, a play script must be chosen for Assessment Type 3. Teachers advise and guide groups on successful strategies throughout the process.

Review and Reflection

In this area of study, students expand their knowledge and understanding of drama as a performing art, developing their skills of observation, analysis, and criticism, and their ability to apply arts-specific terminology. Students have the opportunity to use the knowledge and experience they acquire to reflect on, and evaluate, the work they have viewed.

Students have the opportunity to review, analyze, and evaluate their own learning and involvement in the dramatic performance or presentation (group or individual). They also have the opportunity to view and review live theatrical performance(s), or a film they have attended during the year.



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Interpretative Study

This area of study gives students the opportunity to explore in depth a specific play-script or the work of a dramatic innovator. In doing so, they learn to investigate, analyse, and communicate their interpretation of concepts and ideas about play-scripts and innovators.

Students who investigate and respond to a play-script adopt the role of a director, actor, or designer. Students who investigate and respond to a dramatic innovator create a question that they answer through their study.

Teachers, in negotiation with their students, choose a play-script or dramatic innovator from the prescribed list in the Stage 2 Arts Learning Area Manual, and start this process by teaching students about the chosen area of study. If a play-script is chosen for Assessment Type 1, a dramatic innovator must be chosen for Assessment Type 3. If a dramatic innovator is chosen for Assessment Type 1, a play-script must be chosen for Assessment Type 3.

Presentation of Dramatic Works

Students undertake either a group performance or a related off-stage presentation or an individual performance or presentation.

Within the study of the performance or presentation, students explore dramatic elements, social issues, genres, and important events in the history of drama. Teachers, in negotiation with their students, decide on the play-script or focus for the performance or presentation. In the case of a group performance or presentation, the teacher acts as director. In the case of an individual performance or presentation, the teacher provides students with support and advice commensurate with the level given to students undertaking the group performance or presentation.

The play-script or dramatic innovator must be chosen from the prescribed list in the Stage 2 Arts Learning Area Manual. Teachers who want to select a play-script or a dramatic innovator beyond the list provided must submit their choice to the SACE Board for approval. The play-script or dramatic innovator chosen in this task must not be the same as that selected for Assessment Type 3 (i.e. if Brecht is chosen as a dramatic innovator, *Mother Courage* is not an appropriate choice of play-script).

Group Performance or Related Off-stage Presentation

A major component of this course is the involvement of the class in a group production. Some students may wish to undertake an Individual Study - a research assignment. It may be a creative assignment which involves a performance or presentation for an audience - as an alternative to the group production. Such projects are only undertaken after consultation with and approval by the Drama Coordinator. It is preferable that all students are involved in the group production. Both Group Performance and Individual Study are subject to External Assessment.

Students will learn how to stage a play through interpreting a text and bringing it to life through intensive rehearsals. The creative process is fostered and developed through continuous self-evaluation, as well as reflection on the work of other students in the class.

Students will learn how theatre can have a lasting impact on people's lives. Students are assessed on their final performance (actors). Students who have been involved as stage managers, lighting or sound engineers, costume or set designers are interviewed by SACE External Examiners prior to or after the performance. The text for the group production is selected to best suit on the size and skills of the group. The play chosen may be a comedy or tragedy, modern or classical, depending on the class.



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While every effort is made to rehearse during class time, students are expected to be available for after school rehearsals for two of the following afternoons: Monday, Tuesday and Friday. During the four weeks prior to production week, students should anticipate and be available for a more rigorous rehearsal schedule. Weekend rehearsals will occur four weeks prior to staging the production. Attendance at rehearsal camp is essential. A production journal reflecting the processes involved in developing a polished performance will be kept. Reports are written on the group production and the individual study.

Previous Year 12 productions have included "The Caucasian Chalk Circle", "The Miser", "Macbeth", "Marat Sade", "Steel Magnolias", "Lysistrata," "Noises Off", "A Flea In Her Ear", "A Midsummer's Night Dream" and "Blackrock," reflecting the breadth and flexibility of the performance component of the program. The group production allows Year 12 students to be involved in a production of professional standard within the constraints of a secondary school, thereby affording them a memorable experience and ensuring assessment results of high standard.

Individual Performance or Presentation

The individual performance or presentation allows students to investigate and develop knowledge and skills in a chosen area or areas of specialisation within the dramatic arts. Determining the content and processes for the individual performance or presentation involves a high degree of creativity and individual decision-making. An analysis of a student's cultural background, dramatic ability, prior knowledge, and experience may be a successful starting point for this process. Through their involvement in investigation, development, and presentation, students have the opportunity to consider and engage with differing views.

Students adopt the role of a practitioner in developing a performance work that is presented to an audience of peers, other classes or schools, parents, or the wider community. The product takes the form of an individual performance or presentation. Students investigate, develop, and draw together the knowledge, skills, language, and expertise necessary to engage with the audience through a practitioner's role.

Students extend their understanding of the rehearsal and performance process, and ways of developing self-confidence, independent learning skills, and an ability to understand the views of other people. The creative process is fostered and developed through continuous self-evaluation of work, as well as reflection on the work of others.

ASSESSMENT

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

LEVY INFORMATION

This subject has a levy of \$300 (Retreat).



ECONOMICS

ASSUMED PRIOR KNOWLEDGE

Completion of Stage 1 Economics to a satisfactory standard can be an advantage, but it is not essential and many students have achieved at high levels without studying Stage 1 Economics.

STUDY DESCRIPTION

Economics is a course intended for students wishing to develop a theoretical understanding of the economic principles influencing everyday life, as well as for those students interested in the world of business, banking and government.

Economics is an interesting subject that provides insights into issues that have significant impact on many people. It equips people who may never study Economics again with a framework of fundamental economic concepts to apply in their thinking on a broad range of topics.

A study of Economics contributes to an understanding of other subject areas such as Geography and History. Economics and Accounting together offer a useful background to the business world. This course provides a good foundation for further studies in Economics and a wide range of business-related courses.

Economics helps individuals understand more clearly the economic issues raised in the daily press and make a more informed opinion on the issues of the day. It kindles an interest in the economic affairs of the world.

COURSE CONTENT

Students will learn about:

- different types of economic systems found throughout the world
- why prices change
- the economist's approach to environmental problems
- the problems of unemployment and inflation and government responses
- the world of banking and finance
- Australia's place in the world economy
- the exchange rate and the balance of payments
- foreign investment and the protection of Australian industries
- the background to the current economic situation in Australia



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OUTCOMES

At the end of the program in Stage 2 Economics, students should be able to:

- demonstrate understanding and application of the concepts, models, skills and terminology used in the study of economics
- explain the role of economic systems in dealing with the economic problem of scarcity, with reference to the structure, institutions and processes of a chosen economy
- critically analyse economic events, past and current, using economic models and the skills of economic enquiry
- predict and analyse the impact of economic change in local, national and global settings
- explain and evaluate the way economic decisions involve costs and benefits and have outcomes that may be inconsistent with social, moral and ethical values, and the way these outcomes may be changed by individuals, community groups, business and government
- evaluate the effects of interdependence at individual, local, national and global levels

ASSESSMENT

School-based Assessment	70%
• Assessment Type 1: Skills and Application Tasks	(30%)
• Assessment Type 2: Folio	(40%)
External Component	30%
• Assessment Type 3: Examination	(30%)

School assessment is based on major tests. All assessment throughout the year is designed to help students assess their own areas of strength and weakness and help improve performance.

ENGLISH AS AN ADDITIONAL LANGUAGE

ASSUMED PRIOR KNOWLEDGE

Stage 1 EAL at Year 11 is desirable, but not a prerequisite. Students who were granted eligibility for enrolment in Stage 1 EAL are automatically eligible for enrolment in Stage 2 English as an Additional Language and need not reapply.

EAL subjects are provided as a special measure for students who speak English as a second language or as an additional language or dialect, and whose knowledge of English is restricted. A student is eligible to enroll in EAL if they are a student for whom English is a second language or an additional language or a dialect, and who has had a total of either no more than 5 years of full-time schooling in which the medium of instruction was English; or more than 5 years of full-time schooling in which the medium of instruction was English, and whose knowledge of English is restricted.

STUDY DESCRIPTION AND COURSE CONTENT

Assessment Type 1: Academic Literacy Study (30%)

Students develop their academic literacy skills through creating written and oral academic texts and extending their communication skills and strategies. Students investigate a question or a topic and present their findings in an academic style by producing two tasks:

- a written report
- an oral interaction, such as a tutorial or discussion.

Written Report

The written report consists of the findings of the study.

The findings of the study should be a maximum of 1500 words. The written report must be structured with an introduction that indicates the question or topic. The body of the report should be organised under headings and subheadings. Elements such as an abstract, a sources analysis, an annotated bibliography, or an account of the research methodology may be included as part of the report, provided that they are within the word count. The conclusion should summarise the findings, evaluate information, and/or make recommendations. The report must include references to sources, using consistent referencing.

Oral Interaction

In the oral interaction, within a group context, students should:

- briefly present the findings of their study or an aspect of their study
- answer questions posed by other group members, and/or lead a group discussion, and/or contribute collaboratively to the group.

The oral interaction focuses on the spontaneous use of language within a prepared structure.

Students may use technology to aid the presentation of the oral interaction.

The oral interaction should be a maximum of 10 minutes.

Assessment Type 2: Responses to Texts (40%)

The responses to texts focus on developing comprehension skills and language and text analysis strategies.

Students complete four responses to a range of texts, at least one of which must be a literary text. At least one response must be presented in oral form and two must be in written form. These responses must include:

- a response to one or more texts with a focus on a theme or issue
- a creative response to a text or texts (e.g. a journal entry written by a character in the text; a narrative from a minor character's viewpoint; a speech by a character from the text; a role play)
- an analysis of a persuasive text or the emotive elements of a creative text (e.g. poem, short story, film trailer).

Students also complete a fourth, free-choice response. The responses should total a maximum of 3000 words or the equivalent in oral or multimodal form, where 6 minutes is equivalent to 1000 words.

External Assessment

Assessment Type 3: Examination (30%)

Students complete a 2½-hour external examination that is divided into two sections:

- Section 1: Comprehending Multimodal Texts
- Section 2: Written Paper

Section 1: Comprehending Multimodal Texts

This section takes approximately 1 hour. It is divided into two parts (Part A is 20 minutes and Part B is 40 minutes in length). In both parts students respond to aural and/or visual texts.

Part A

The text for Part A is presented twice. Students may make notes during the presentation. Between the first and second presentations there is a pause during which students may write notes. After the second presentation students are given 10 minutes to complete their answers.

Part B

For Part B, students analyse one or more texts. The text(s) may have an aural component (e.g. excerpt from a radio broadcast, recording of an interview, aural advertisement) or an aural and visual component (e.g. film trailer, television interview, video recording of a lecture, YouTube). Students demonstrate an understanding of the text(s) and analyse how language is used, for example, to persuade an audience.

The text or texts for Part B are presented twice. Students may make notes during the presentation of the text(s). Between the first and second presentations there is a pause during which students may write notes. After the second presentation students are given time to complete their answers.

Section 2: Written Paper

Students are required to read and interpret related texts. Texts presented could contain information, opinions, and descriptions of experiences. The texts could also include information in the form of graphs, diagrams, or pictures.

Students use the information and opinions in the texts to produce an extended written response in the form of an essay, a persuasive piece, or a report.

This section takes approximately 1½ hours.



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OUTCOMES

In this subject, students are expected to:

- Know, understand, and reflect on the relationship between contexts and texts
- Demonstrate clear and accurate language skills, which reflect increasing complexity, when reading, viewing, listening, speaking, writing, and composing
- Locate, record, analyse, synthesise, and evaluate ideas, information, and opinions from a range of written, oral, visual, and multimedia texts
- Compose coherent and cohesive texts in a variety of text types for social, creative, and academic purposes
- Exchange opinions and convey information and experiences in a range of formal and informal situations for a variety of purposes and contexts.

ASSESSMENT

The assessment design criteria are: knowledge and understanding, analysis, application and communication.

School-based Assessment (70%)

- Assessment Type 1: Academic Literacy Study (30%)
- Assessment Type 2: Responses to Texts (40%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

ENGLISH LITERARY STUDIES

ASSUMED PRIOR KNOWLEDGE

Achievement of an 'A' grade in Semester 2 of Stage 1 English.

STUDY DESCRIPTION

The aim of the Stage 2 English Literary Studies course is to develop in students the ability to deconstruct and critically analyse, and respond to a variety of written and visual texts. Students will read with closer attention a range of texts of various genres. The focus will be on making connections and comparing texts that will allow students to examine how authors construct their texts to achieve their purposes.

COURSE CONTENT

The study of texts will be taught across three terms, interspersed with workshops on oral and written text production.

Assessment Type 1: Responding to Texts (50%)

For the text studies the teacher, in negotiation with the students, will choose the texts. Students produce up to five responses to their text studies; together, the responses comprise a maximum of 5000 words. One of these responses can be oral in form, where 6 minutes is equivalent to 1000 words. As a set, the responses must cover each of the following text studies:

- extended prose text
- film text
- drama text
- poetry texts

One text response must be a critical perspectives task, in which students consider one or more texts from two critical perspectives. The perspectives can either be from an identified lens (e.g. feminist or post-colonial perspective) or reflect the student's awareness of his or her own critical reading of the text or texts and the way in which that is informed by the perspectives of other readers, viewers, or critics.

Assessment Type 2: Creating Texts (20%)

Students create:

- one transformative text linked to another text, with a writer's statement (1500 words, or 9 minutes, or equivalent in multimodal form)
- one written, oral, or multimodal text (1000 words, or 6 minutes, or equivalent in multimodal form).

External Assessment

Assessment Type 3: Text Study (30%)

The external assessment is divided into two sections, Part A and Part B.



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Part A: Comparative Text Study (15%)

A comparative text study that compares one of the texts studied in the shared studies with another text individually chosen by the student, in a response of a maximum of 1500 words. This response is a critical essay, in which the two texts are discussed in relation to each other. Students frame their own question and develop their response during the year, and submit the completed response for external assessment.

Part B: Critical Reading (15%)

A critical reading of one or more short texts. The short texts may be in a variety of forms (e.g. prose, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks).

The critical reading is a 90-minute examination developed by the SACE Board.

OUTCOMES

Students will:

- learn to write for a range of audiences choosing and adjusting form and language as necessary
- develop confidence and fluency in conversation through group discussions and formal oral presentations
- analyse a range of texts, demonstrating depth of understanding and engagement
- identify the structural, conventional and linguistic features used by authors in constructing texts
- learn to express ideas clearly and accurately in a range of appropriate forms and registers

ASSESSMENT

School-based Assessment	70%
• Assessment Type 1: Responding to Texts	(50%)
• Assessment Type 2: Creating Texts	(20%)
External Component	30%
• Assessment Type 3:	
Part A: Comparative Text Study	(15%)
Part B: Critical Reading	(15%)

The external component of this subject is completed online from 2018 onwards.



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ENGLISH

ASSUMED PRIOR KNOWLEDGE

A satisfactory completion of Stage 1 English.

STUDY DESCRIPTION

English gives students the opportunity to learn about the power of language in society. The course is concerned with the written and oral communication processes and will help students to extend their skills of expression and comprehension. The course criteria are set by the SACE Board.

COURSE CONTENT

English gives students the opportunity to learn about the power of language in society. This course extends language skills. The focus of the teaching program is communication in its various forms. Students will have the opportunity to examine print, visual, aural and electronic texts, and respond to them personally and critically. They will have the opportunity to evaluate texts for specific purposes and audiences and to determine how the socio-cultural context gives rise to form, language and voice, and to create their own texts. The teaching program will expose students to a broad range of communication forms and to develop their skills in analysis, commentary and construction of a range of texts. Strategies include group and class discussion.

Modeling will be conducted either by the teacher or through texts, group activities, negotiating of tasks and conferencing. These strategies, combined with options provided in some tasks, will allow students to meet the various criteria.

OUTCOMES

Students will:

- learn about the power of language in society
- extend their skills of expression and comprehension
- develop their skills in analysing texts
- construct texts for various purposes

ASSESSMENT

School-based Assessment	70%
• Assessment Type 1: Responding to Texts	(30%)
• Assessment Type 2: Creating Texts	(40%)
External Assessment	30%
• Assessment Type 3: Comparative Analysis	(30%)



ESSENTIAL ENGLISH

ASSUMED PRIOR KNOWLEDGE

It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Essential English.

STUDY DESCRIPTION

Essential English is designed to develop students' use of spoken and written language. The content may be negotiated between teachers and students and there may be a focus on different contexts such as vocational, cultural, and/or social. Some of the texts studied will be familiar and some will be unfamiliar to the students.

COURSE CONTENT

Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

In addition, students create procedural, imaginative, interpretive, or persuasive texts appropriate to a context. Another key aspect is the focus on the use of language by people in a context outside of the classroom.

ASSESSMENT

School-based Assessment	70%
--------------------------------	------------

- | | |
|--|---|
| <ul style="list-style-type: none">• Assessment Type 1: Responding to Texts• Assessment Type 2: Creating Texts | <ul style="list-style-type: none">(30%)(40%) |
|--|---|

External Assessment	30%
----------------------------	------------

- | | |
|---|---|
| <ul style="list-style-type: none">• Assessment Type 3: Language Study | <ul style="list-style-type: none">(30%) |
|---|---|

Students undertake:

- three assessments for text analysis
- three assessments for creating texts
- one language study

FOOD AND HOSPITALITY

ASSUMED PRIOR KNOWLEDGE

There is no assumed prior knowledge, however some experience in this subject area would be beneficial.

STUDY DESCRIPTION

Students develop an understanding of contemporary approaches and issues related to Food and Hospitality. They work independently and collaboratively to achieve common goals. Students develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. They investigate and debate contemporary Food and Hospitality issues and current management practices.

COURSE CONTENT

Assignments are based on problem solving and could include:

Group tasks

Create a breakfast that reflects current trends in healthy eating.

Create a range of meals suitable for sale in a food truck or street food environment.

Individual Tasks

Create a signature cake for a fine dining restaurant

Use authentic ingredients to create a meal that reflects Australia's multicultural heritage

Showcase sustainable seafood

Present finger food for an Art Show Opening

Contemporary and Future Issues

- Contemporary trends in healthy food consumption and production
- Contemporary responses of the Food and Hospitality industry to changing nutritional knowledge

Economic and Environmental Influences

- Appropriate contemporary marketing strategies
- The importance and role of safe management practices

Political and Legal Influences

- Contemporary workplace practices, conditions and legislation related to the food and hospitality industry; including food hygiene legislation

Socio-cultural Influences

- The influence of Australia's diverse cultures on the food and hospitality industry
- Food and nutrition for vulnerable and at-risk groups

Technological Influences

- The impact of the internet on the Food and Hospitality industry



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LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning.

- Apply knowledge and problem-solving skills to practical activities in Food and Hospitality and evaluate the processes and outcomes
- Apply management, organisational and problem-solving skills that demonstrate an understanding of contemporary issues in the Food and Hospitality industry
- Make and justify decisions about issues related to Food and Hospitality
- Select and use appropriate technology to prepare and serve food, applying safe-food handling practices
- Investigate, critically analyse and evaluate contemporary trends and /or issues related to Food and Hospitality
- Work individually and collaboratively to prepare and present activities that support healthy eating practices
- Evaluate the impact of technology, and/or sustainable practices or globalisation, on the Food and Hospitality industry

ASSESSMENT

School-based Assessment	70%
• Assessment Type 1: Practical Activity (4)	(50%)
• Assessment Type 2: Group activity (2)	(20%)

External Assessment	30%
• Assessment Type 3: Investigation (1)	(30%)

LEVY INFORMATION

This subject has a levy of \$110.

GEOGRAPHY

ASSUMED PRIOR KNOWLEDGE

Completion of a Stage 1 course of study in the appropriate HASS subject to a satisfactory standard is desirable but not mandatory. Consultation with the Curriculum Leader should occur if a Stage 1 HASS subject has not been completed.

PATHWAYS

The study of Geography at Stage II can lead to many academic and vocational pathways. Potential tertiary courses include: Sustainable Environments, Meteorology, Surveying, Cartography, Tourism, GIS, Environmental Science, Town Planning, Teaching, Science, Development Studies, Environmental Science and Management, Arts (Human Geography and the Environment), Social Science, majoring in any of the following: Living systems, Social systems, Physical systems (climate change), Physical systems (Mining) and many more.

STUDY DESCRIPTION

The Transforming World

Through the concept of geographical change, students examine the transformation of human and physical environments and their interconnectedness. Students study the causes of change in environmental, social, and economic systems, consider the impacts and implications of these changes, and consider possible strategies and recommendations for sustainability. In each of the three systems, students examine the role of people in causing both positive and negative changes. Through the study of environmental change, students investigate the interrelationship between people and ecosystems, changes in land cover, and how people contribute to climate change. Students develop their understanding of population and economic change and how these are interdependent through the study of population trends, the impact of globalisation, and patterns of inequality.

COURSE CONTENT

The transforming world focuses on the following five topics, which are organised under the two themes of environmental change and social and economic change:

Theme 1: Environmental Change

- Topic 1: Ecosystems and People
- Topic 2: Climate Change

Theme 2: Social and Economic Change

- Topic 3: Population Change
- Topic 4: Globalisation
- Topic 5: Transforming Global Inequality.



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ASSESSMENT

School Assessment (70%)

- Assessment Type 1: Geographical Skills and Applications (40%)
- Assessment Type 2: Fieldwork Report (30%)

External Assessment (30%)

Assessment Type 3: Examination



GERMAN (CONTINUERS)

ASSUMED PRIOR KNOWLEDGE

Stage 1 German or an equivalent standard (Grade 'B' or higher)

STUDY DESCRIPTION

An Extended Level course in which four designated learning requirements will be assessed:

- interact with others to exchange information, ideas, opinions and experiences in German
- create texts in German to express information, feelings, ideas and opinions
- analyse texts that are in German to interpret meaning
- examine relationships between language, culture, and identity and reflect on the ways in which culture influences communication

There are three prescribed themes:

- **The Individual** – aspects of one's personal world such as a sense of self, aspirations for the future, personal values, opinions, ideas, relationships with others
- **The German-speaking Communities** – exploring topics from the perspective of groups within those communities or the communities as a whole, reflecting also upon one's own culture
- **The Changing World** – exploring change as it affects aspects of the world of work, considering topics such as technology, trade and tourism

COURSE CONTENT

Semester 1

- Folio Task 1: Interaction: conversation with teacher discussing self, others, home, school and future plans
- Folio Task 2: Text Analysis: Written responses in German and English relating to the topic "The World of Work"
- Folio Task 3: Text Production 1: Design and write about a new eco-town/satellite city based on information researched about the environment
- Students research for In-depth Study to be completed by the end of Term 2
- Trial exam to be conducted at the end of Term 2 (conversation, listening and written – 3 hours in length)

Semester 2

- Folio Task 4: Text Production 2: Response to a German film text
- In-depth Study: Oral Presentation and Written task in German, Reflection in English
- Continued practice in oral, listening and written skills covering the students' world and In-depth study
- General preparation for final exams



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OUTCOMES

- German contributes to the overall education of students particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge
- Provides clearer understanding of the culture, traditions, beliefs, attitudes and values of more than 140 million German speakers
- The ability to communicate in German, in conjunction with other skills, may increase students' vocational opportunities

ASSESSMENT

Seven summative tasks (School based assessment) are designed to assess all four learning requirements

School based assessment 70%

- Assessment Type 1: Folio (50%)
 - Interaction: Students interact with others to exchange ideas, information, opinions and expressions in German
 - Text Production: Students create a text in which they express ideas and/or information and/or opinions and/or feelings in written German
 - Text Analysis: Students interpret and analyse texts that are in German with a response or responses in German with a response or responses in German and/or English
- Assessment Type 2: In Depth Study (20%)
 - An oral presentation in German (3-5 minutes).
 - A written response in German (500 words).
 - A reflective response in English (600 words maximum).

External Assessment 30%

- Oral Examination
- Written examination
 - Examination – 3 hour written examination
 - Section 1: Listening and Responding
 - Section 2: Reading and Responding, Part A and B
 - Section 3: Writing in German.



INFORMATION PROCESSING AND PUBLISHING

ASSUMED PRIOR KNOWLEDGE

Students may select this subject in Year 12 without any prior knowledge. However, ideally, students will have completed an Information Technology subject in Year 10 or Stage 1 Information Processing and Publishing (Business Publishing). Experience in the use of Adobe InDesign and Photoshop provides a definite advantage.

STUDY DESCRIPTION

Information Processing and Publishing focuses on the use of technology to design and implement information-processing solutions. The subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts. Students will apply the principles of design and page-layout (e.g. the use of fonts, text enhancement, graphics, white space, and colour) in completing tasks. The course focuses on the application of practical skills to provide creative solutions to text-based communication tasks and on issues and understanding relating to technology.

COURSE CONTENT

This subject involves study in the following two topics:

Desktop Publishing

Desktop Publishing involves the use of a computer and page-layout software to assemble text and graphics electronically for publishing on paper. Students use computer technology and apply the design process to develop and present desktop publishing solutions to design briefs. The tasks may require students to provide original composition, work from instructions, and display provided material. Tasks may include programs, leaflets, stationery, posters, brochures, and advertising material. The primary applications used will be Adobe InDesign and Photoshop.

Business Documents

Business Documents involves the use of computer hardware and software to present and display material for the purpose of communication. This focus area is on the use of the computer as a communication tool for businesses (including clubs, societies, and charitable institutions). Tasks may require students to provide original composition, work from oral or written instructions, retrieve prepared drafts, and conform to a given organisational or house style. Students are required to use word processing in conjunction with at least one other software application in completing communication tasks for businesses. Tasks may include letters, reports, tables, memoranda, forms, agreements, financial statements, newsletters, programs, and itineraries. These can be disseminated in print or electronic form (e.g. email).



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LEARNING REQUIREMENTS

In this subject, students are expected to:

- understand, select, and use appropriate hardware and software for the completion of text-based communication tasks
- apply manipulative and organisational skills to the use of information-processing technology
- apply layout and design principles to the production of text-based documents or presentations
- understand and apply the design process in planning, producing, and evaluating text-based products
- understand, analyse, and evaluate the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies

ASSESSMENT

The assessment tasks used to determine the SACE Subject Achievement Score are summative. Formative tasks are important in the learning process, but do not contribute to final grades.

Summative assessment in Stage 2 Information Processing and Publishing consists of the following components, weighted as shown:

School-based Assessment	70%
• Assessment Type 1: Practical Skills	(40%)
• Assessment Type 2: Issues Analysis	(30%)
External Component	30%
• Assessment Type 3: Product and Documentation	(30%)

JAPANESE (CONTINUERS)

ASSUMED PRIOR KNOWLEDGE

Stage 1 Japanese at an appropriate standard (Grade 'B' or higher)

STUDY DESCRIPTION

An extended level course in which four designated learning requirements will be assessed:

- interact with others to exchange information, ideas, opinions and experiences in Japanese
- create texts in Japanese to express information, ideas, opinions, feelings and experiences
- analyse texts that are in Japanese to interpret meanings
- examine relationships between languages, culture, and identity of Japanese-speaking communities and reflect on the ways in which culture influences communication

COURSE CONTENT

There are three prescribed themes that allow the major learning outcomes to be achieved. The three themes are The Individual, The Japanese-speaking Communities, and The Changing World.

Semester 1

The Individual – This theme enables students to express in Japanese about aspects of one's personal world such as a sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others.

The Japanese-speaking Communities – This theme enables students to explore topics related to the Japanese society as a whole, and to encourage students to reflect on their own society in comparative analysis.

In-Depth Study (first section) – Students will be given the opportunity to choose their In-Depth Study topic from a range of areas related to Japan. This study enables students to investigate their topic, to broaden their knowledge, to analyse information. The first section will be completed in English.

Semester 2

The Changing World – this theme enables students to explore change as it affects aspects of the world of work and other topics such as modern technology, social issues, environmental issues, and youth issues.

In-Depth Study (second section) – Students will continue to investigating their topic, broadening their knowledge, analysing information written in Japanese and English. This study also enables students to make comparisons between their learning and their personal experiences. The second section will be completed in Japanese, including oral presentation.



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OUTCOMES

- Japanese contributes to the overall education of students, particularly in the areas of communication, cross-culture cultural understanding, literacy, and general knowledge
- Students gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond
- The ability to communicate in Japanese may, in conjunction with other skills, increase students' vocational opportunities in areas such as trade, tourism, banking, technology, and education

ASSESSMENT

School-based Assessment 70%

- Assessment Type 1: Folio (50%)

(Five Summative Tasks)

There are three assessments for the folio:

- interaction: discussion, interview, debate, or role play in Japanese
- text analysis: reading and responding, or analysing a text in Japanese
- text production: short essay (250 - 300 words) and extended essay (450 - 1200 words)

- Assessment Type 2: In-Depth Study (20%)

There are three assessments for the in-depth study:

- one oral presentation in Japanese
- one written response to the topic in Japanese
- one reflective response in English

External Assessment 30%

- Assessment Type 3: Examination (30%)

- Oral Examination

- General conversation about the student's personal world
- Discussion about the subject of the In-Depth Study

- Written Examination

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

LEGAL STUDIES

ASSUMED PRIOR KNOWLEDGE

Completion of a Stage 1 course of study in the appropriate HASS subject to a satisfactory standard is desirable but not mandatory. Consultation with the Curriculum Leader should occur if a Stage 1 HASS subject has not been completed.

PATHWAYS

Legal Studies provides an excellent foundation for tertiary law, business and commerce studies at TAFE and University, and has transferable skills and knowledge applicable to tertiary studies of Humanities. In addition, Legal Studies helps students to become active and vibrant participants in our democratic society. This subject provides much of the prerequisite knowledge required for further study in Law and Commerce orientated tertiary courses.

STUDY DESCRIPTION

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. To see this curriculum content come to life in the real world, at least one **Legal Studies Excursion** to the courts and parliament is undertaken. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied. The focus capabilities for this subject are citizenship, personal development and learning.

COURSE CONTENT

At Stage 2 students study the following four topics:

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

OUTCOMES

In this subject, students are expected to:

- display knowledge and understanding of the influences that have shaped the Australian legal system
- know and understand legal principles, processes, and structures
- recognise how the Australian legal system responds to cultural diversity
- demonstrate civic literacy through active inquiry into the legal system
- evaluate how the changing global community influences the Australian legal system
- evaluate the ways in which legal issues shape and are shaped by society now, and how they may do so in the future
- communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources



YEAR 12 - 2020

ASSESSMENT

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

School-based Assessment	70%
--------------------------------	------------

- | | |
|---|---|
| <ul style="list-style-type: none">• Assessment Type 1: Folio• Assessment Type 2: Inquiry | <ul style="list-style-type: none">(50%)(20%) |
|---|---|

External Component	30%
---------------------------	------------

- | | |
|--|---|
| <ul style="list-style-type: none">• Assessment Type 3: Examination | <ul style="list-style-type: none">(30%) |
|--|---|

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

- six to eight assessments for the folio
- one inquiry
- one examination

LEVY INFORMATION

This subject has a levy of \$5 (license to e-book)



ESSENTIAL MATHEMATICS

ASSUMED PRIOR KNOWLEDGE

Successful completion of Stage 1 Essential Mathematics at grade B or above, General Mathematics or Mathematical Methods.

STUDY DESCRIPTION

Essential Mathematics is a full year (20 credit) subject which gives students access to, and experience of, mathematical models and techniques for solving problems in many contexts of human endeavor. These contexts range from enterprise and business to recreation, research and the needs of the individual or the community.

Students who want to learn Mathematics with an emphasis on practical applications should study this subject. Programs in this subject lead to courses in, for example, building and construction, agriculture, retail, office management, visual arts, engineering trades, small business, and tourism and hospitality.

Students will study the topics listed below:

- Topic 1: Scales, Plans and Models
- Topic 2: Measurement *
- Topic 3: Business Applications
- Topic 4: Statistics *
- Topic 5: Investments and Loans *

* Externally Examined topics

COURSE CONTENT

Semester 1

Topic studies are:

- Scales, Plans and Models
- Business Applications
- Measurement

Semester 2

Topic studies are:

- Investment and Loans
- Statistics



YEAR 12 - 2020

OUTCOMES

At the end of the program in Essential Mathematics, students should be able to:

- demonstrate an understanding of mathematical concepts, relationships, terminology, and language
- identify collect, and organise mathematical information relevant to investigating and solving problems
- recognise and apply appropriate mathematical strategies, techniques and algorithms
- interpret results, draw conclusions and reflect on the reasonableness of these in the context of a problem
- communicate mathematical reasoning and ideas to a variety of audiences by using appropriate representations
- appreciate the relevance of mathematics in a personal, community, global or historical context
- make informed and effective use of electronic technology and information technology to aid and enhance the investigation of mathematical ideas and the solution of mathematical problems
- work both individually and cooperatively in planning, organising and carrying out mathematical activities

ASSESSMENT

Assessment in Essential Mathematics consists of two parts:

School-based Assessment

70%

- Assessment Type 1: Skills and applications tasks (30%)
- Assessment Type 2: Folio (40%)

External Component

30%

- Assessment Type 3: Examination (30%)



GENERAL MATHEMATICS

ASSUMED PRIOR KNOWLEDGE

Successful completion of Stage 1 General Mathematics or Mathematical Methods.

STUDY DESCRIPTION

General Mathematics is a full year (20 credit) subject which gives students access to, and experience of, mathematical models and techniques for solving problems in many contexts of human endeavor. These contexts range from enterprise and business to recreation, research and the needs of the individual or the community.

Students who want to learn Mathematics with an emphasis on practical applications, which also includes some algebraic topics should study this subject. Programs in this subject lead to courses in, for example, building and construction, aquaculture, agriculture, retail, office management, visual arts, small business, tourism and hospitality, and nursing and paramedical areas.

COURSE CONTENT

The following topics are studied:

- Topic 1: Modelling with Linear Relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models *
- Topic 4: Financial Models *
- Topic 5: Discrete Models *

*** Externally Examined topics**

OUTCOMES

At the end of the program in Essential Mathematics, students should be able to:

- demonstrate an understanding of mathematical concepts, relationships, terminology, and language
- identify collect, and organise mathematical information relevant to investigating and solving problems
- recognise and apply appropriate mathematical strategies, techniques and algorithms
- interpret results, draw conclusions and reflect on the reasonableness of these in the context of a problem
- communicate mathematical reasoning and ideas to a variety of audiences by using appropriate representations
- appreciate the relevance of mathematics in a personal, community, global or historical context
- make informed and effective use of electronic technology and information technology to aid and enhance the investigation of mathematical ideas and the solution of mathematical problems
- work both individually and cooperatively in planning, organising and carrying out mathematical activities



Westminster School

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ASSESSMENT

Assessment in General Mathematical consists of two parts:

School-based components	70%
• Assessment Type 1: Skills and applications tasks	(40%)
• Assessment Type 2: Folio	(30%)
External Component	30%
• Assessment Type 3: Examination	(30%)



MATHEMATICAL METHODS

ASSUMED PRIOR KNOWLEDGE

Successful completion of Stage 1 Mathematical Methods C or above

STUDY DESCRIPTION

There are two overriding topics:

- calculus
- statistics

This subject gives a suitable background to University studies where mathematical tools are used and can provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

COURSE CONTENT

The following subtopics are studied:

- 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.

OUTCOMES

At the end of the program in Mathematical Methods, students should be able to:

- plan courses of action after using mathematics as a tool to analyse data and other information elicited from the study of situations taken from social, scientific, economic or historical contexts
- understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures
- think mathematically by posing questions, making and testing conjectures, and looking for reasons that explain the results of the mathematics
- make informed and critical use of electronic technology to provide numerical results and graphical representations, and to refine and extend mathematical knowledge
- communicate mathematically and present mathematical information in a variety of ways
- work both individually and cooperatively in planning, organising, and carrying out mathematical activities



Westminster School

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ASSESSMENT

Assessment in Mathematical Methods consists of two parts:

School-based Assessment	70%
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- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Folio (20%)

External Component	30%
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- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:

- six skills and applications tasks
- one mathematical investigation
- one external examination.

SPECIALIST MATHEMATICS

ASSUMED PRIOR KNOWLEDGE

Successful completion of Stage 1 Mathematical Methods and Specialist Mathematics.

STUDY DESCRIPTION

Specialist Mathematics is a 20-credit subject at Stage 2. 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. Students envisaging careers in other related fields, including economics, finance and commerce, may also benefit from studying this subject.

COURSE CONTENT

The following topics are studied:

- 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.

OUTCOMES

At the end of the program in Specialist Mathematics, students should be able to:

- practice mathematics by analysing data and other information elicited from the study of situations taken from social, scientific, economic or historical contexts
- understand fundamental concepts, demonstrate mathematical skills and apply mathematical procedures in routine and non-routine contexts
- think mathematically through inquiry, evaluation and proof
- make informed and critical use of electronic technology to provide numerical results and graphical representations and to refine and extend mathematical knowledge
- communicate mathematically and present mathematical information in a variety of ways
- work both individually and cooperatively in planning, organising and carrying out mathematical activities



Westminster School

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ASSESSMENT

Assessment in Specialist Mathematics consists of two parts:

School-based Assessment	70%
• Skills and Applications Tasks	(50%)
• Folio	(20%)
Minimum of two Investigations	
External Component	30%
• Examination	(30%)



MODERN HISTORY

ASSUMED PRIOR KNOWLEDGE

Completion of a Stage 1 course of study in the appropriate HASS subject to a satisfactory standard is desirable but not mandatory. Consultation with the Curriculum Leader should occur if a Stage 1 HASS subject has not been completed.

PATHWAYS

This subject can lead to a variety of History courses and Journalism at university level. Due to the transferable skills used in this subject, many courses will be able to be accessed within the Humanities area at university.

SUBJECT DESCRIPTION

Modern History is a 20-credit subject at Stage 2.

Students study one topic from 'Modern Nations' and one topic from 'The World Since 1945',

In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

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 2: United States of America (1914–45)

The United States became involved in the First World War as a nation undergoing social change and economic growth. In the next three decades, it experienced further social transformation and economic collapse, and entered the Second World War. War, boom, and depression shaped a national identity and propagated a range of new and diverse domestic and foreign policies. This era confirmed the United States as a global power in the 20th century.



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A background study introduces students to the changing identity of the United States and the nature of its role in regional and global affairs. They investigate ways in which people, groups, and institutions contributed to domestic and international policies and responded to internal and external challenges, as the United States emerged as a superpower.

Topic 10: The Struggle for Peace in the Middle East (1945–)

The Middle East is a region of cultural diversity and contested territories. Students investigate how the complex relationships between nation states in the region have been shaped by political, religious, ethnic, economic and cultural identities. They consider ways in which the involvement of external powers, the conflicts, and the attempts at peace brokering have contributed to the shaping of the modern Middle East.

After studying an overview of the Middle East from 1945–60, students may choose to focus on one case, or on a comparison of two or more cases.

The following are focus areas for study in this topic:

- a contested region
- national and regional conflicts
- peace processes
- unresolved issues.

COURSE OUTCOMES

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Modern History.

In this subject, students are expected to:

1. understand and explore historical concepts
2. understand and explore the role of ideas, people, and events in history
3. analyse ways in which the development of the modern world has been shaped by both internal and external forces and challenges
4. analyse interactions and relationships in the modern world, and their short-term and long-term impacts on national, regional, and/or international development
5. apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
6. draw conclusions and communicate reasoned historical arguments.

ASSESSMENT

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

School Assessment (70%)

- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- five historical skills assessments
- one historical study
- one examination.



MUSIC

Stage 2 Music is divided into 4 different subjects, two worth 10 credits and two worth 20 credits. Any number of music units may be undertaken at stage 2 level.

ASSUMED PRIOR KNOWLEDGE

It is desirable that students have completed Stage 1 Music at Westminster School or its equivalent.

MUSIC PERFORMANCE – ENSEMBLE (10 CREDITS)

STUDY DESCRIPTION

The organization of Music Performance - Ensemble is based on 1-unit (10 credits). Students need to demonstrate their learning through Performance (Assessment Type 1), Performance and Discussion (Assessment Type 2), and a Performance Portfolio (Assessment Type 3). Ensemble Performance may take the form of an instrumental or Vocal Ensemble that is approved by the Director of Music. This may include:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir or vocal ensemble
- A performing Arts production (as a singer or instrumentalist in an ensemble)

COURSE CONTENT

Understanding Music, Creating Music, Responding to Music

Ensemble Performance is taught by individual instruction, master classes, performances – observing and participating, listening to recordings, analysing selected works, attending and reviewing performances. Students must be regular and committed to all rehearsals and performances as designated by the school.

ASSESSMENT

EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

External Assessment (30%)

Performance Portfolio (30%)

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

- One performance of set of performances
- One performance of set of performances and discussion
- One Performance portfolio



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MUSIC PERFORMANCE – SOLO (10 CREDITS)

STUDY DESCRIPTION

The organization of Music Performance - Solo is based on 1-unit (10 credits). Students need to demonstrate their learning through Performance (Assessment Type 1), Performance and Discussion (Assessment Type 2), and a Performance Portfolio (Assessment Type 3). Students may choose instruments (voice, acoustic, and/or electronic) and notation as appropriate to the focus of their learning. They may perform either solo or as a soloist with an accompanist, or backing musician or backing track.

COURSE CONTENT

Understanding Music, Creating Music, Responding to Music

Ensemble Performance is taught by individual instruction, master classes, performances – observing and participating, listening to recordings, analysing selected works, attending and reviewing performances. Students must be regular and committed to all rehearsals and performances as designated by the school.

ASSESSMENT

EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

External Assessment (30%)

Performance Portfolio (30%)

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

- One performance of set of performances
- One performance of set of performances and discussion
- One Performance portfolio



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MUSIC EXPLORATIONS

STUDY DESCRIPTION

Music Explorations is a 20 credit subject. At Westminster we offer a Composing Focus OR a Technology focus. Tasks are completed across three areas; Music Literacy, Music Explorations and Creative Connections. Courses in some parts of this subject can be tailored to focus on students strengths and interests. This is done in consultation with music staff.

COURSE CONTENT

Understanding Music, Exploring and Experimenting with Music, Responding to Music

Students undertake three studies that demonstrate their understanding of musical elements, style, influences, techniques, music notation, comparative works. They compose and/or arrange musical works and write a commentary to develop their analytical skills OR complete a range of skill development exercises that extend their knowledge and understanding of acoustics, mixing console, microphones and audio and recording related work. They create a major composition or arrangement in any musical style of three to four minutes duration OR they create a major project recording with a focus on technology as a tool for recording and producing music.

ASSESSMENT

EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Musical Literacy (30%)

Assessment Type 2: Explorations (40%)

External Assessment (30%)

Creative Connections (30%)

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

- Three musical literacy tasks
- One portfolio of explorations
- One creative connections task



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MUSIC STUDIES

STUDY DESCRIPTION

Music Studies is a 20 credit subject. Tasks are completed across three areas: Creative Works, Music Literacy and an examination. This is done in consultation with music staff. Students present a portfolio of their own creative works which may be a performance or performances, a composition or compositions, or an arrangement or arrangements. This includes a reflection on their own works. Music Literacy could include an arrangement or composition, comparative analysis, an extension to core harmony, or analysis of aspects of the performance of others. Students complete a two hour examination where a formula sheet will be provided.

COURSE CONTENT

Understanding Music, Exploring and Experimenting with Music, Responding to Music

Students:

Reflect on musical influences on own original creations
Synthesize findings and express musical ideas
Apply knowledge and understanding of musical elements
Apply musical skills and techniques in developing, refining and presenting creative works
interpret musical works
Manipulate musical elements
Apply a range of musical literacy skills, including aural perception and notation
Deconstruct and analyse musical works and/or styles

ASSESSMENT

EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Creative Works (40%)

Assessment Type 2: Musical Literacy (30%)

External Assessment (30%)

Examination (30%)

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

- One portfolio of creative works
- Three musical literacy tasks
- One examination



OUTDOOR EDUCATION

ASSUMED PRIOR KNOWLEDGE

It is desirable, but not essential, that students have completed Stage 1 Outdoor Education at Westminster School or involvement in Duke of Edinburgh Award Expeditions.

PATHWAYS

Tertiary Environmental or Outdoor Education Study/Outdoor Leadership Qualifications/Guiding for Commercial Companies or Personal Outdoor Adventurous Activities.

STUDY DESCRIPTION

Outdoor Education is a study of the relationships humans have with the outdoor environment.

In this course students acquire the skills and knowledge to safely and purposely participate in a range of activities and expeditions in outdoor environments.

Learning experiences are undertaken to enable students to develop opinions of human-nature relationships and make informed contributions on environmental issues.

Leadership and personal growth are developed through engagement in life-long outdoor leisure activities.

The development of their relationship with natural environments impacts positively on students' health and well-being, and fosters a lifelong connection with nature and a commitment to responsible activity in natural environments.

An environmental investigation and self-reliant expedition will allow students to pursue an area of interest in Outdoor Education to a high level.

COURSE CONTENT

Semester 1

About Natural Environments aims to develop the ecological knowledge to investigate the significance of natural environments in which outdoor expeditions are conducted and the need for sustainable practices.

Experiences in Natural Environments aims to develop skills in planning, organising and managing risk in the pursuit of safe, enjoyable and adventurous outdoor expeditions.

Students develop their activity and leadership skills in two Outdoor Activities and associated expeditions selected from Bushwalking, Kayaking, Rock climbing, Sailing, Scuba Diving, Cross-Country Skiing and Bike Touring.

Semester 2

Connections with Natural Environments allows students to further demonstrate their ecological knowledge and interpret the significance of sustaining natural environments by specializing on a specific location and topic.

Experiences in Natural Environments requires students to conduct a self-reliant lightweight expedition that they plan, manage and display outdoor activity skills and leadership on a journey in small groups under indirect supervision. Students then review, evaluate and reflect on this experience.



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OUTCOMES

- Explore and make connections with the natural environment, considering a range of perspectives
- Develop and demonstrate technical proficiency in practical skills appropriate to the outdoor activity
- Develop autonomy in organizing, planning, leading and facilitating outdoor Activities and journeys in natural environments
- Plan and display responsibilities and risk management strategies, to participate in and lead safe and sustainable outdoor activities and journeys
- Evaluate and demonstrate reflective practice of leadership and collaborative skills, and reflect on personal experiences and connections in natural environments
- Evaluate and demonstrate reflective practice of the development of practical skills relevant to outdoor activities and journeys
- Understand and analyse environmental systems and issues to make decisions and recognise actions required to ensure sustainability of natural environments.

ASSESSMENT

The following Assessment Types enable students to demonstrate their learning in Stage 2 Outdoor Education.

School Based Assessment

70%

- Assessment Type 1: About Natural Environments (20 %)
1-2 Tasks
 1. Environmental Studies
 2. Sustainable environmental practices
- Assessment Type 2: Experiences in Natural Environments (50%)
2 Tasks
 1. Plan, lead, facilitate, reflect and evaluate on an outdoor activity or expedition
 2. Skills folio to collect evidence using technology of outdoor skills development and proficiency

External Component

30%

- Assessment Type 3: Connections with Natural Environments (30%)
(2000 word Environmental Investigation based on a topical issue related to an expedition)

LEVY INFORMATION

The costs associated with Outdoor Education will be charged dependent on which expeditions are chosen each semester. Fully updated costs will be provided in the Outdoor Education Faculty specific materials at the start of each year. They are likely to be between \$150 - \$650.



PHYSICAL EDUCATION

ASSUMED PRIOR KNOWLEDGE

Nil

STUDY DESCRIPTION

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. The focus capabilities for this subject are communication, learning, and personal development.

In this subject, students are expected to:

1. Apply knowledge and understanding of movement concepts and strategies in physical activity using subject-specific terminology
2. Apply feedback and implement strategies to improve participation and/or performance in physical activity
3. Reflect on and evaluate participation and/or performance improvement
4. Apply communication and collaborative skills in physical activity contexts
5. Analyse and evaluate evidence related to physical activity
6. Evaluate implemented strategies and make recommendations for future directions.

FOCUS AREAS

Stage 2 Physical Education consists of three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement.

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes. These movement concepts and strategies include:

- Body awareness
- Movement quality
- Spatial awareness
- Relationships
- Executing movement
- Creating space
- Interactions
- Making decisions



YEAR 12 - 2020

ASSESSMENT

Students demonstrate evidence of their learning through the following Assessment Types:

School-based Assessment	70%
• Assessment Type 1: Diagnostics	(30%)
• Assessment Type 2: Improvement Analysis	(40%)
External Assessment	30%
• Assessment Type 3: Group Dynamics	(30%)

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

- Two or three diagnostics tasks
- One improvement analysis task
- One group dynamics task.

LEVY INFORMATION

This subject has a levy of \$30.

NOTE

Students who have studied Stage 2 Physical Education in Year 11 may still choose to study this course in Year 12 as it is a different course with different assessment types, although some topics may overlap. Please note that only one grade will be permitted to contribute towards an ATAR calculation.



PHYSICS

ASSUMED PRIOR KNOWLEDGE

Stage 1 Physics (2 units) at an appropriate standard (at least C grade).

STUDY DESCRIPTION

Physics is the most fundamental science and is involved in everyday life and serves as a basis for other sciences and technology. The study of Physics involves the learning of fundamental laws and the development of an understanding of how they can be applied. Practical investigations are used to assist in this understanding. Since Physics is a human invention, students must learn to appreciate the limitations of experiments and also to discuss the applications of Physics in society. A research project will allow students to pursue an area of interest in Physics.

COURSE CONTENT

Semester 1

The study of the motion of objects under the influence of forces, including projectile and circular motion, gravitation and momentum. The physics studied is applied to projectiles, satellites and spacecraft propulsion. The motion unit culminates with a brief look at the ways motion unfolds at very fast speeds by implementation of Einstein's theory of Special Relativity. The concepts of electric and magnetic fields are introduced and how they are applied to the motion of ions in cyclotrons, the moving coil loudspeaker, photocopiers and laser printers.

Semester 2

The study of electromagnetic waves, both their wave and particle properties, and the wave behaviour of particles introduces students to the theory of wave-particle duality. The Physics studied is applied to the laser depth sounder, compact discs, X-rays and electron microscopes. Some aspects of atomic and nuclear physics are investigated and applied to the spectral analysis of elements, the production of radioisotopes, positron emission tomography together with a study of the Standard Model of the Atom.

OUTCOMES

- A study of Physics will help those planning to study science at University or College;
- A basic understanding of Physics is helpful for students intending to study other science subjects such as Biology, Geology or Engineering. These subjects draw extensively on the principles of Physics to explain observed phenomena;
- A knowledge of Physics will assist students to make more informed judgments as society becomes increasingly technological.



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ASSESSMENT

School-based Assessment

70%

- Assessment Type 1: Investigations Folio (30%)
 - Practical Deconstruction Design Investigation
 - Procedural Practical Investigation
 - Investigation into Science as a Human Endeavour
- Assessment Type 2: Skills and Applications Tasks (40%)
Assignments, tests, mid-year exam, extended response questions, oral and ICT presentation

External Component

30%

- Assessment Type 3: Examination (30%)



PSYCHOLOGY

ASSUMED PRIOR KNOWLEDGE

Completion of Stage 1 Psychology to an appropriate standard is recommended but not mandatory. Students who have not previously studied Psychology should discuss their choice with Mrs Jones before making their selection.

STUDY DESCRIPTION

Psychology is the study of human behaviour. This subject explores behaviour in terms of biological processes, basic psychological processes, the attributes of the person enacting the behaviour and the socio-cultural processes. It is an evidence-based subject in which ethical issues have a central place.

COURSE CONTENT

The subject consists of six units of study:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Altered States of Awareness
- Healthy Minds

OUTCOMES

- Explain the factors that cause psychological differences and similarities in people
- Analyse the behaviours of self, other individuals and groups of people in different contexts
- Demonstrate critical reflection in the application of psychological principles in real-life situations, identifying beneficial changes and taking into account ethical considerations
- Make informed decisions about issues, events and situations in society by applying relevant psychological principles

ASSESSMENT

School-based Assessment	70%
• Assessment Type 1: Investigations folio	(30%)
• Assessment Type 2: Skills and Applications Tasks	(40%)
External Component	30%
• Assessment Type 3: Examination	(30%)



YEAR 11 - 2020

SCIENTIFIC STUDIES

This subject is currently only available for Year 11 students who have studied Stage 1 Scientific Studies in Year 10. Other students may be permitted to study this subject dependent on their Year 10 Science grades, subject to numbers.

ASSUMED PRIOR KNOWLEDGE

The course is designed to benefit either those students wishing to maintain their learning in Science but who do not wish to specialise in a Year 12 subject or students of specialised sciences who wish to enhance their inquiry and critical thinking skills.

STUDY DESCRIPTION

Scientific Studies provides a powerful platform for students to develop their capabilities, in particular to think creatively, work collaboratively, and be innovative.

As students explore scientific phenomena and develop investigable questions, they understand the fundamental importance of science as a human endeavour and articulate their understanding of the interaction between science and society.

Through a focus on science inquiry skills and scientific ways of observing, questioning, and thinking, students in Scientific Studies actively investigate and respond to authentic, engaging, and complex questions, problems, or challenges. They employ interdisciplinary approaches with a focus on science and engineering, supported through the application of technology, design, and mathematical (STEM) thinking.

COURSE CONTENT

Stage 2 Scientific Studies is a full year, 20-credit subject.

In Stage 2 Scientific Studies, scientific inquiry is the basis for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three integrated strands:

- Science inquiry skills
- understanding of scientific concepts
- Science as a human endeavour.

Science inquiry skills are the focus of learning in this subject. The contexts that students use to explore and inquire into aspects of science will be chosen as far as possible to suit their particular interests. These contexts will form a framework that enables students to actively engage in inquiry-based learning and further develop their understanding of science concepts.



OUTCOMES

By the completion of a course of study in Scientific Studies, students should be able to:

- improve their skills in research through practical work and individual research activities;
- further develop critical and creative thinking skills;
- broaden their knowledge base of Science;
- develop a greater appreciation of significant global scientific issues;
- design and carry out laboratory work;
- research and present plausible solutions to problems;
- discuss scientific issues, experiments and events in the classroom;

ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Scientific Studies.

School Assessment (70%)

- Assessment Type 1: Inquiry Folio
- Assessment Type 2: Collaborative Inquiry

External Assessment (30%)

- Assessment Type 3: Individual Inquiry (30%).

Students provide evidence of their learning through seven assessments, including the external assessment. Students complete:

- one inquiry folio, including:
 - one individual inquiry design proposal
 - one investigation with a focus on science as a human endeavor
 - three tasks with a focus on science inquiry skills
- one collaborative inquiry
- one individual inquiry.

CREATIVE ARTS FACULTY

Visual Arts – Art

Interested students can enrol in a Visual Arts subject as well as any Creative Arts subject as these are not precluded combinations.

Students can not enrol in more than one Creative Arts subject or more than one Visual Arts subject. This is a precluded combination.

Students wanting to do two subjects from within these fields will be invited to meet with the Director of Learning.

ASSUMED PRIOR KNOWLEDGE

There is no SACE pre-requisite, however completion of Stage 1 Art or Design provides preliminary grounding for studying Stage 2 Visual Arts - Art. Discussion with the Curriculum Leader is advised.

STUDY DESCRIPTION

In Visual Arts – Art students plan, develop and express their ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Through research students analyse visual art works in cultural and historical contexts.

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

COURSE CONTENT

With a focus on Art, the following three areas of study are covered:

- visual and conceptual thinking
- practical resolution
- visual arts in context.

ASSESSMENT

This course consists of three major components: Practical, Folio and Visual Study which are worked on concurrently throughout the year. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	70%
• Assessment Type 1: Folio	(40%)
• Assessment Type 2: Practical	(30%)
External Component	30%
• Assessment Type 3: Visual Study	(30%)



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Assessment Type 1: Folio (40%)

Students produce one folio that documents their visual learning, in support of their two works of art.

The folio should include evidence of visual learning, such as:

- starting points for visual thinking
- the application of creative thinking and/or problem-solving skills
- sources of inspiration and influence
- the analysis and comparison of works of art
- the development of alternative ideas or concepts
- the evaluation and review of ideas and progress
- annotated comments to clarify thinking
- explorations and experiments with style, media, materials, and technology, with annotated observations and appraisals
- the practice and application of skills, which may include repetition and analysis
- the refinement of ideas leading up to decisions about the final resolved product and justification for those decisions
- photographic evidence of the stages of production and the resolved works of art
- conclusions that challenge or support artistic or design conventions.

The folio should include visual, practical, written, and/or oral forms of evidence. Written evidence may include, for example, notes, annotations, analytical reports, and/or a structured essay. For a 20-Credit subject students must produce 40 A3 pages.

Assessment Type 2: Practical (30%)

All practicals are resolved from visual thinking and learning documented in the folio.

The practical assessment consists of two parts:

- art practical work
- the practitioner's statement.

Art Practical Work

Students produce two practicals, of resolved works. One resolved practical may be a set or suite of two or three parts. Students may maintain a theme and produce one or two practicals. Alternatively, students may diversify and resolve one or two practicals from different themes or genres.

Producing the final resolved practical work(s) of art involves the application of technical skills. This may include the production of multiple copies, print runs, sets or suites, or the making of an artefact, model, or prototype.

Art practicals may take any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication, sculpture, ceramics, and/or textiles.



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The Practitioner's Statement

Students prepare two written practitioner's statements for two resolved practicals. A practitioner's statement for art practical work should include:

- a description of starting points and influences
- an explanation of the intended meaning or message of the practical work(s)
- the student's evaluation of his or her own practical work(s) and connections with other practitioners' work
- the communication of beliefs, values, or a philosophy about a personal art aesthetic.

Assessment Type 3: Visual Study (30%)

Students produce one visual study.

A visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, or technologies. Students base their exploration and/or experimentation on critical analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics.

Students develop an idea for a visual study that may:

- answer a question about a practical application
- explore and/or experiment with concepts, ideas, media, materials, techniques, and/or technologies
- support or refute a visual arts-in-practice statement.

The visual study may be connected to, but must not repeat, other aspects of the teaching and learning program. Students may wish to take the opportunity to diversify and to learn about an area of art not covered elsewhere in their teaching and learning program.

Students are expected to understand and apply a process that leads to conclusions or findings of some significance. The process should involve:

- locating and acknowledging information about the chosen visual study
- analysing and interpreting the work of relevant practitioners and works of art or design in context; this may be used as a starting point, and could continue throughout the visual study to inform the explorations and/or experiments
- exploring and/or experimenting with styles, genres, processes, media, materials, methods, techniques, and/or technologies, to further develop visual thinking and technical skills
- critically analysing and synthesising information and ideas, and/or visual thinking and technical skills, learning, and thoughts on visual arts, including issues and/or questions
- developing and communicating insights into the visual arts, and findings and opinions about a personal aesthetic.

Students are to provide an A3 folio or a CD or DVD with photographs of their visual explorations. The A3 folio, CD, or DVD should contain written or oral material that should include introductory information, annotated comments, analysis, synthesis, and conclusions. For 20-credit subjects, students should submit a maximum of twenty A3 pages (or equivalent) of visual study, integrated with a maximum of 2000 words of written text (source references not included) or a maximum of 12 minutes of recorded oral explanation.

LEVY INFORMATION

This subject has a levy of \$125.

CREATIVE ARTS FACULTY

Visual Arts – Design

Interested students can enrol in a Visual Arts subject as well as any Creative Arts subject as these are not precluded combinations.

Students cannot enrol in more than one Creative Arts subject or more than one Visual Arts subject. This is a precluded combination.

Students wanting to do two subjects from within these fields will be invited to meet with the Director of Learning.

ASSUMED PRIOR KNOWLEDGE

There is no SACE pre-requisite, however completion of Stage 1 Design or Art provides a preliminary grounding for studying Stage 2 Visual Arts - Design. Discussion with the Curriculum Leader is advised.

STUDY DESCRIPTION

The broad area of Design includes Visual Communication (Graphic) design, Environmental Design and Product Design. It emphasises defining the brief, apply problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

In Visual Arts – Design students plan, develop and express their concepts through practical work using a variety of media, methods and programs. This can include drawings, sketches, models, prototypes, computer animation, publishing, computer drawing or 3D modelling programs leading to resolved design pieces. Through research students analyse design works in cultural and historical contexts.

COURSE CONTENT

With a focus on design, the following three areas of study are covered:

- visual and conceptual thinking
- practical resolution
- design in context

ASSESSMENT

This course consists of three major components: Practical, Folio and Visual Study which are worked on concurrently throughout the year. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	70%
• Assessment Type 1: Folio	(40%)
• Assessment Type 2: Practical	(30%)

External Component	30%
• Assessment Type 3: Visual Study	(30%)



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Assessment Type 1: Folio (40%)

Students produce one folio that documents their visual learning, in support of their two works of design.

The folio should include evidence of visual learning, such as:

- starting points for visual thinking
- the application of creative thinking and/or problem-solving skills
- sources of inspiration and influence
- the analysis and comparison of works of design
- the development of alternative ideas or concepts
- the evaluation and review of ideas and progress
- annotated comments to clarify thinking
- explorations and experiments with style, media, materials, and technology, with annotated observations and appraisals
- the practice and application of skills, which may include repetition and analysis
- the refinement of ideas leading up to decisions about the final resolved product and justification for those decisions
- photographic evidence of the stages of production and the resolved works of design
- conclusions that challenge or support artistic or design conventions

The folio should include visual, practical, written, and/or oral forms of evidence. Written evidence may include, for example, notes, annotations, analytical reports, and/or a structured essay. For 20-Credits students must produce a folio of 40 A3 pages.

Assessment Type 2: Practical (30%)

All practicals are resolved from visual thinking and learning documented in the folio.

The practical assessment consists of two parts:

- design practical work
- the practitioner's statement

Design Practical Work

Students produce two practicals, of resolved works. One resolved practical may be a set or suite of two or three parts. Students may maintain a theme and produce one or two practicals. Alternatively, students may diversify and resolve one or two practicals from different themes or genres.

Producing the final resolved practical work(s) of design involves the application of technical skills. This may include the production of multiple copies, print runs, sets or suites, or the making of an artefact, model, or prototype.

Design practicals may be categorised in the broad areas of Product Design, Environmental Design, Visual Communication.

The Practitioner's Statement

Students prepare two written practitioner's statements for two resolved practicals. A practitioner's statement for design practical work should include:

- a summary of the design brief
- a description of starting points and influences
- an evaluation of how well the design resolution meets the parameters of the design brief
- the student's evaluation of their own practical work(s) and connections with other practitioners' work
- the communication of beliefs, values, or a philosophy about a personal design aesthetic



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Assessment Type 3: Visual Study (30%)

Students produce one visual study.

A visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, or technologies. Students base their exploration and/or experimentation on critical analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics.

Students develop an idea for a visual study that may:

- answer a question about a practical application
- explore and/or experiment with concepts, ideas, media, materials, techniques, and/or technologies
- support or refute a visual arts-in-practice statement

The visual study may be connected to, but must not repeat, other aspects of the teaching and learning program. Students may wish to take the opportunity to diversify and to learn about an area of design not covered elsewhere in their teaching and learning program.

Students are expected to understand and apply a process that leads to conclusions or findings of some significance. The process should involve:

- locating and acknowledging information about the chosen visual study
- analysing and interpreting the work of relevant practitioners and works of art or design in context; this may be used as a starting point, and could continue throughout the visual study to inform the explorations and/or experiments
- exploring and/or experimenting with styles, genres, processes, media, materials, methods, techniques, and/or technologies, to further develop visual thinking and technical skills
- critically analysing and synthesising information and ideas, and/or visual thinking and technical skills, learning, and thoughts on design, including issues and/or questions
- developing and communicating insights into the design, and findings and opinions about a personal aesthetic

Students are to provide an A3 folio or a CD or DVD with photographs of their visual explorations. The A3 folio, CD, or DVD should contain written or oral material that should include introductory information, annotated comments, analysis, synthesis, and conclusions. For 20-credit subjects, students should submit a maximum of twenty A3 pages (or equivalent) of visual study, integrated with a maximum of 2000 words of written text (source references not included) or a maximum of 12 minutes of recorded oral explanation.

LEVY INFORMATION

This subject has a levy of \$125.