Years 11 & 12
Curriculum Handbook
2017
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INTRODUCTION

The Years 11 & 12 Curriculum Handbook has been prepared to provide students with information in sufficient detail to select appropriate subjects for the next academic year. Please note that the subject information is correct at the time of printing and any changes will be communicated to students at the commencement of the new school year.

Students in Years 11 and 12 at Concordia are offered a choice of three pathways:

- The South Australian Certificate of Education (SACE)
- Vocational Education and Training (VET) within the SACE
- International Baccalaureate Diploma (IBDP)

Please see the SACE/VET or IBDP handbooks for a detailed overview of these frameworks

Within each pathway there is a wide range of subject choices offered at Concordia. This often presents a challenge to students. It requires a degree of self-awareness and knowledge and some longer term goals to make decisions about courses and subjects in Years 11 and 12. The Personal Learning Plan (PLP), the SACE subject undertaken by all students at Year 10, is designed to prepare students for this decision making process.

*Please note that a particular subject, in either the SACE or the IB Diploma, will only run if there is a viable class size.*

Some important questions for students to consider when selecting subjects are:

- What subject areas interest me?
- What subjects am I successful at?
- Do my preferred subjects meet SACE or IB Diploma requirements?
- Have teachers indicated that I have the potential to continue with the subjects?
- What career aspirations do I have?
- Are there particular subjects that are essential, or will be of value, to me as I work towards my chosen career?
- Do I want to (or need to) qualify for Tertiary Entrance?
- Have I sought and received good advice from a range of appropriate sources?
- Have I researched career information by using the Job Guide or the Career Reference Centre or Tertiary Handbooks?

At Concordia, we believe that God has a meaningful plan for each of our lives. Employment is more than a job. It is a vocation through which we can use our talents to contribute to society. We therefore believe that this process of course and subject selection is also a part of God’s plan for each student and we encourage students to ask for God’s guidance.

It may also be worth remembering that the Lutheran Church now has a number of pathways for young people in the education area through a collaborative relationship between its tertiary institution (Australian Lutheran College), Flinders University and Tabor College.

We assure students that they are not alone in the sometimes challenging task of course and subject selection that lies ahead. As well as the people identified below, subject teachers, curriculum leaders, Home Class teachers and, above all, parents will be able to provide information, advice and support. Please refer to Appendix 2 for the names of key people at Concordia who can provide expert advice.

Mrs Fiona McAuliffe  
Head of Senior School

Mr Daniel Amey  
Assistant Head of Senior School

Mr Clark Roberts-Thomson  
IB Diploma Coordinator

MS Aliki Papapetos  
SACE Coordinator

Mr Adrian Francis  
Director of Student Learning

Mr Robert Gogel  
VET Coordinator
GENERAL INFORMATION ABOUT THE SACE

Please contact Ms Aliki Papapetros, the SACE Coordinator, or Mr Adrian Francis, Director of Student Learning, if you have questions about the SACE.

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). The SACE is designed to ensure it meets the needs of students, families, higher and further education providers, employers and the community. In particular, the SACE is designed to help students develop the skills and knowledge needed to succeed, 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).

Features of the SACE

As part of the SACE students will:

- receive credits for many different forms of education and training (such as SACE subjects, vocational education and Training, community learning and university studies) provided they are recognised by the SACE Board
- be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- for SACE subjects, receive A to E grades at Stage 1 and A+ to E- at Stage 2
- be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work, and learning
- 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 outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

The requirements to achieve the SACE

To gain the SACE students must earn at least 200 credits.

Ten credits are equivalent to one semester or six months’ study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits
- at least 20 credits towards literacy from a range of English/English as a Second Language subjects or courses at Stage 1
- at least 10 credits towards numeracy from a range of mathematics subjects or courses at Stage 1
- a major 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/or courses

Please see the next page for a diagrammatic representation of SACE requirements.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the new 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.

At Concordia College

- In Year 11, all students study Stage 1 Religion Studies (10 credits).
- In Year 12, all students study Faith Issues
- At Year 11 level, all students select a full year of English (20 credits), Mathematics (at least 10 credits) and then a range of other subjects (10 or 20 credits) to make up a total of 120 Stage 1 credits.
- At Concordia College most Stage 1 subjects can be taken as 10 credit or 20 credit subjects, that is, semester or full year length subjects. The exceptions to this are subjects in which sequential learning is of particular importance and where later topics build on the concepts and skills developed in earlier topics. These subjects are only available as 20 credit subjects.
- At Year 11, all students study the Research Project (10 credits) and select four 20 credit subjects to make up a total of 90 credits. Some students may wish to study five 20 credit subjects; this option can be discussed in a course counselling interview.

When planning a Stage 1 SACE course and selecting subjects, please refer to the separate Course Planner.
Please note:
One IB Diploma subject can be counted toward the completion of SACE (including counting toward the ATAR university entrance).
VOCATIONAL EDUCATION AND TRAINING: VET in the SACE

VET pathways vary according to each individual’s interests, skills and abilities. Students who are interested in exploring VET options should make an appointment to see the VET & Careers Counsellor, Mr Robert Gogel.

- Vocational Education and Training (VET) means studying courses that are usually undertaken outside Concordia College at TAFE (Tertiary and Further Education) Institutes or RTOs (Registered Training Organisations).
- Students are able to count their VET studies for up to 180 SACE credits. Each course has a number of hours attached to it. Every 70 hours of study equates to 10 credits, the equivalent of a SACE Board semester subject.
- The courses can be either semester or full year in length, and could involve a day per week attending another educational provider.
- VET studies may involve on-the-job training (work placement).
- VET study at school may lead directly into traineeships and apprenticeships.
- Students, undertaking studies in VET, study one, or more, fewer SACE Board subjects. This depends on the number of hours of VET commitment.
- A maximum of two Certificate I courses can be counted towards the SACE. There is no limit to the number of qualifications at Certificate II level or higher that students can use to gain credits towards the SACE.
- Most completed Certificate III courses and higher can be used in the calculation of an Australian Tertiary Admissions Ranking (ATAR).

VET Courses at Concordia College are offered through:

- VETnetwork Australia (http://vetnetwork.org.au)

These courses are the same as those that may be studied at TAFE and other Registered Training Organisations

Courses may include:

- Vetamorphus (see subject descriptor)
- Hospitality
- Electronics
- Event Management
- Construction
- Hairdressing
- Automotive
- Sport and Recreation
- Animal Studies
- Child Care

The VET Recognition Register

The VET Recognition Register (see web link below) contains a list of VET courses that can count towards the SACE. The Register includes information on the number of SACE credits for each course (certificate) and the year level that the credits will count towards. Not all courses listed in the Register are offered by Concordia College through VETnetwork Australia and their availability is subject to the decisions of individual Training Providers.


A list of VET courses for Semester 1, 2017 will be available in late Term 3.

Vetamorphus (see next page) is a VET course delivered on-site at Concordia College. If you would like to explore this option, please visit the Vetamorphus website www.vetamorphus.com or speak to Jason Kupke, Student Welfare Worker.
Tertiary Entrance using the SACE

For the most up to date information about entry to university and to TAFE, please refer to the latest SATAC booklet. The new edition each year is distributed to all Senior School students. The SATAC booklet is also available on-line at www.satac.edu.au.

The information below outlines the calculation of the ATAR (the Australian Tertiary Admission Rank) for university entrance.

The ATAR (the Australian Tertiary Admission Rank), a percentile, is calculated from the University aggregate. The ATAR was previously the TER (Tertiary Entry Rank).

A student’s university aggregate is the best possible score, out of 90 points, calculated from the options below, subject to counting restrictions and precluded combinations. The counting restrictions and precluded combinations are explained in the SATAC booklet.

How your University aggregate is calculated.

60 + 30

Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used. Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalent 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

Three 20 credit scores

Final 30 credit score

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

The SATAC booklet is available on-line at www.satac.edu.au.

Your university aggregate is the best possible score calculated from the above options subject to counting restrictions and precluded combinations.
Bonus Points

Language, Literacy and Mathematics Bonus Points
All universities in South Australia use the same Bonus Point Scheme.
Students are awarded (automatically) two bonus points, up to a total maximum of four points, for successfully completing a subject with an overall grade of C- or better in any one of these four categories:

- 20 credits of a LOTE in the Languages Learning Area
- 2ELS20 English Literary Studies or 2ESH20 English
- 2MHS20 Mathematical Methods
- 2MSC20 Specialist Mathematics

Equity Bonus Points
Where students

- have a School Card
- (they or their parents) are in receipt of a Centrelink means-tested income support payment
- have a Health Care Card

they are eligible to apply for Equity Bonus Points.
Students must make an application to each university they are applying for.
Application forms are available on the Universities' websites.

Detailed information on Bonus Points is available in the SATAC Tertiary Entrance booklet or on the SATAC website at www.satac.edu.au.
SACE SUBJECTS AT CONCORDIA COLLEGE IN 2017

*Please note that a particular subject will only run if there is a viable class size.*

As indicated, some subjects can be taken as a semester subject (10 credits) OR as a full year subject (20 credits)

<table>
<thead>
<tr>
<th>STAGE 1 SUBJECTS – generally studied in Year 11</th>
<th>STAGE 2 SUBJECTS – generally studied in Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>Drama (10 or 20 credits)</td>
<td>Drama (20 credits)</td>
</tr>
<tr>
<td>Music Advanced (10 or 20 credits)</td>
<td>Music (10 credits) A number of Music subjects are available.</td>
</tr>
<tr>
<td>Music Essential (10 or 20 credits)</td>
<td>Creative Arts (20 credits)</td>
</tr>
<tr>
<td>Visual Arts: Art (10 or 20 credits)</td>
<td>Visual Arts: Art (20 credits)</td>
</tr>
<tr>
<td>Visual Arts: Design (10 or 20 credits)</td>
<td>Visual Arts: Design (20 credits)</td>
</tr>
<tr>
<td><strong>BUSINESS, ENTERPRISE AND TECHNOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology: Material Products (10 or 20 credits)</td>
<td>Business &amp; Enterprise: Business Studies (20 credits)</td>
</tr>
<tr>
<td>Information Technology (10 or 20 credits)</td>
<td>Information Technology (20 credits)</td>
</tr>
<tr>
<td>Photography (10 or 20 credits)</td>
<td>Design &amp; Technology: Material Products (20 credits)</td>
</tr>
<tr>
<td><strong>CROSS-DISCIPLINARY</strong></td>
<td></td>
</tr>
<tr>
<td>Community Studies (10 or 20 credits)</td>
<td>Community Studies (20 credits)</td>
</tr>
<tr>
<td>Integrated Learning (10 or 20 credits)</td>
<td>Integrated Learning (20 credits)</td>
</tr>
<tr>
<td>Personal Learning Plan (10 credits)</td>
<td>Research Project (10 credits)</td>
</tr>
<tr>
<td><strong>STUDIED BY ALL STUDENTS IN YEAR 10</strong></td>
<td><strong>STUDIED BY ALL YEAR 11 SACE STUDENTS</strong></td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
</tr>
<tr>
<td>English (20 credits)</td>
<td>English Literacy Studies (20 credits)</td>
</tr>
<tr>
<td>English as a Second Language (20 credits)</td>
<td>English as a Second Language Studies (20 credits)</td>
</tr>
<tr>
<td><strong>HEALTH AND PHYSICAL EDUCATION</strong></td>
<td></td>
</tr>
<tr>
<td>Food and Hospitality (10 or 20 credits)</td>
<td>Food and Hospitality (20 credits)</td>
</tr>
<tr>
<td>Physical Education (10 or 20 credits)</td>
<td>Physical Education (20 credits)</td>
</tr>
<tr>
<td><strong>HUMANITIES AND SOCIAL SCIENCES</strong></td>
<td></td>
</tr>
<tr>
<td>Ancient Studies (10 or 20 credits)</td>
<td>Society &amp; Culture: Studies of Societies (20 credits)</td>
</tr>
<tr>
<td>Economics (10 or 20 credits)</td>
<td>Classical Studies (20 credits)</td>
</tr>
<tr>
<td>Geography (10 or 20 credits)</td>
<td>Economics (20 credits)</td>
</tr>
<tr>
<td>History (10 or 20 credits)</td>
<td>Geography (20 credits)</td>
</tr>
<tr>
<td>Legal Studies (10 or 20 credits)</td>
<td>Modern History (20 credits)</td>
</tr>
<tr>
<td>Media Studies (10 or 20 credits)</td>
<td>Legal Studies (20 credits)</td>
</tr>
<tr>
<td>Religion Studies (10 credits)</td>
<td>Media Studies (20 credits)</td>
</tr>
<tr>
<td><strong>STUDIED BY ALL YEAR 11s</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td></td>
</tr>
<tr>
<td>German – Continuers (20 credits)</td>
<td>German – Continuers (20 credits)</td>
</tr>
<tr>
<td>Indonesian – Continuers (20 credits)</td>
<td>Indonesian – Continuers (20 credits)</td>
</tr>
<tr>
<td>It may be possible to take other language subjects through the School of Languages or Open Access.</td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td></td>
</tr>
<tr>
<td>Essential Mathematics (10 or 20 credits)</td>
<td>Essential Mathematics (20 credits)</td>
</tr>
<tr>
<td>General Mathematics (20 credits)</td>
<td>General Mathematics (20 credits)</td>
</tr>
<tr>
<td>Mathematical Methods (20 credits)</td>
<td>Mathematical Methods (20 credits)</td>
</tr>
<tr>
<td>Specialist Mathematics (20 credits)</td>
<td>Specialist Mathematics (20 credits)</td>
</tr>
<tr>
<td><strong>SCIENCES</strong></td>
<td></td>
</tr>
<tr>
<td>Biology (10 or 20 credits)</td>
<td>Biology (20 credits)</td>
</tr>
<tr>
<td>Chemistry (20 credits)</td>
<td>Chemistry (20 credits)</td>
</tr>
<tr>
<td>Physics (20 credits)</td>
<td>Physics (20 credits)</td>
</tr>
<tr>
<td>Psychology (10 or 20 credits)</td>
<td>Psychology (20 credits)</td>
</tr>
</tbody>
</table>
MATHEMATICS SUBJECTS AT CONCORDIA

The arrows indicate which Mathematics subjects can be undertaken at the next year level.

SACE Mathematics Flowchart

<table>
<thead>
<tr>
<th>Year 10 MYP</th>
<th>Year 11 SACE Stage 1</th>
<th>Year 12 SACE Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Mathematics</td>
<td>Essential Mathematics (10 or 20 credits)</td>
<td>Essential Mathematics (20 credits)</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>General Mathematics (20 credits)</td>
<td>General Mathematics (20 credits)</td>
</tr>
<tr>
<td>Extension Mathematics</td>
<td>Mathematical Methods (20 credits)</td>
<td>Mathematical Methods (20 credits)</td>
</tr>
<tr>
<td></td>
<td>Specialist Mathematics (only taken with Maths Methods) (20 credits)</td>
<td>Specialist Mathematics (20 credits)</td>
</tr>
</tbody>
</table>

IB Mathematics Flowchart

<table>
<thead>
<tr>
<th>Year 10 MYP</th>
<th>Years 11 &amp; 12 IB Diploma – 2 Year Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Mathematics</td>
<td>IB Mathematical Studies SL</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>IB Mathematics SL</td>
</tr>
<tr>
<td>Extension Mathematics</td>
<td>IB Mathematics HL</td>
</tr>
</tbody>
</table>

Year 11 & 12 Curriculum Handbook 2017
SCIENCE SUBJECTS AT CONCORDIA

The arrows indicate which Science subjects can be undertaken at the next year level.

Science Flowchart

<table>
<thead>
<tr>
<th>Year 10 MYP</th>
<th>Year 11 SACE Stage 1</th>
<th>Year 12 SACE Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
<td>Physics (20 credits)</td>
<td>Physics (20 credits)</td>
</tr>
<tr>
<td>Scientific Studies</td>
<td>Chemistry (20 credits)</td>
<td>Chemistry (20 credits)</td>
</tr>
<tr>
<td>(10 SACE credits)</td>
<td>Biology (10 or 20 credits)</td>
<td>Biology (20 credits)</td>
</tr>
<tr>
<td></td>
<td>Psychology (10 or 20 credits)</td>
<td>Psychology (20 credits)</td>
</tr>
</tbody>
</table>

IBD Science

<table>
<thead>
<tr>
<th>Year 10 MYP</th>
<th>Year 11 IBD</th>
<th>Year 12 IBD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Physics (SL &amp; HL)</td>
<td>Physics (SL &amp; HL)</td>
</tr>
<tr>
<td>Scientific Studies</td>
<td>Chemistry (SL &amp; HL)</td>
<td>Chemistry (SL &amp; HL)</td>
</tr>
<tr>
<td>(10 SACE credits)</td>
<td>Biology (SL &amp; HL)</td>
<td>Biology (SL &amp; HL)</td>
</tr>
</tbody>
</table>
Stage 1 ANCIENT STUDIES

Area of Learning: Humanities and Social Sciences

Credits: 10 (one semester) or 20 (two semesters)

Capabilities: Communication, citizenship, personal development, learning and work.

Prerequisites or assumed knowledge: None

Sound literacy skills are required.

Subject Description:
In Ancient Studies students learn about the history, literature, society and culture of ancient civilisations. Students draw on many other fields of study including architecture, politics, religion and geography. The study of Ancient Studies enables students to consider environmental, social, economic, religious, cultural and aesthetic factors that shape societies and provide personal and shared identity.

Content:
In each semester, at least two ancient societies or cultures are studied.

The ancient societies are selected from the following: Asia-Australia, the Americas and Europe and Western Asia.

Assessment:
Assessment is school based and consists of the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Sources Analysis</td>
<td>25%</td>
</tr>
<tr>
<td>Special Study</td>
<td>25%</td>
</tr>
</tbody>
</table>

There is an examination at the end of each semester of study.
Stage 1 BIOLOGY

Area of Learning: Sciences

Credits: 10 (two topics, one semester) or 20 (four topics, two semesters)

Capabilities:
The purpose of the capabilities is to develop in students the knowledge, skills, and understanding to be successful learners, confident and creative individuals, and active and informed citizens. The capabilities that have been identified are:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Prerequisites or assumed knowledge: Year 10 Science

Subject Description: In Biology, students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment. The three strands of science inquiry skills, science as a human endeavour and science understanding are integrated throughout student learning in this subject.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Content:

- Cells and Microorganisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

Assessment: Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Investigations Folio</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
</tr>
</tbody>
</table>

There is an examination at the end of each semester of study.

Stage 1 CHEMISTRY

Area of Learning: Sciences

Credits: 20 (two semesters)

Capabilities:
The purpose of the capabilities is to develop in students the knowledge, skills, and understanding to be successful learners, confident and creative individuals, and active and informed citizens. The capabilities that have been identified are:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Prerequisites or assumed knowledge: Year 10 Science (Chemistry topics)

Subject Description: The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes. The three strands of science inquiry skills, science as a human endeavour and science understanding are integrated throughout student learning in this subject.

Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Content:

- Materials and their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

Assessment: Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Investigations Folio</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
</tr>
</tbody>
</table>

There is an examination at the end of each semester of study.
**Stage 1 COMMUNITY STUDIES**

**Area of Learning:** Cross Disciplinary  
**Credits:** 10 (one semester) or 20 (two semesters)  
**Require or assumed knowledge:** None  

*Students interested in undertaking this subject must see the Senior School Curriculum Coordinator.*

**Learning Outcomes:**

At the end of the program in Stage 1 Community Studies, you should be able to:

1. Negotiate, plan, and make decisions about the goals you want to achieve;  
2. Learn in a range of settings, including the school community and the wider community;  
3. Work individually and with other people towards agreed goals;  
4. Find, collect, organise, and think through the information that you collect;  
5. Provide evidence of your learning and activity in your community;  
6. Take action in a practical way in your community;  
7. Seek feedback on your work from community sources, respond to this feedback, and reflect on your learning.

**Content**

In this subject students must negotiate and develop a contract of work with their teacher. A contract of work is a statement of what the student will be learning and how they will be going about it.

A contract of work is an important document, because when students have finished their work the teacher will use it to determine how successful you were in completing what the student planned to do. There are twelve areas of study that a contract can be developed within.

1. Arts and the Community  
2. Business and the Community  
3. Communication and the Community  
4. Design, Construction, and the Community  
5. Environment and the Community  
6. Foods and the Community  
7. Health, Recreation, and the Community  
8. Lifestyle and the Community  
9. Mathematics and the Community  
10. Science and the Community  
11. Technology and the Community  
12. Work and the Community

There is no examination in this subject.

---

**Stage 1 DESIGN & TECHNOLOGY**

**Area of Learning:** Business Enterprise and Technology  
**Credits:** 10 (one semester) or 20 (two semesters)  
**Prerequisites or assumed knowledge:** None

**Learning Outcomes:**

In this subject, students should be able to:

1. Investigate 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. Recognise and use the differing functional characteristics and properties of materials, components, techniques, and equipment to create a product or system safely  
4. Use the design process to gather, analyse, and apply information to solve technological problems  
5. Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities  
6. Evaluate the product or system development and outcome with reference to the design brief  
7. Analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment

**Content**

Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices, products or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

Students investigate and analyse a range of products and use the information gained to create original solutions. They use appropriate technical language and graphic, written, and oral techniques that incorporate information and communication technologies to create and communicate design proposals.

**Assessment**

Assessment consists of the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills &amp; Application Tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
</tr>
</tbody>
</table>

There is no examination in this subject.
Stage 1 DRAMA

Area of Learning: Arts
Credits: 10 (one semester) or 20 (two semesters)
Capabilities: Communication, citizenship, personal development and learning.
Prerequisites or assumed knowledge: None

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

Content: Stage 1 Drama consists of the following three areas of study:
- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

Assessment: Assessment at Stage 1 Drama is school based. Students demonstrate evidence of their through the following assessment types:

<table>
<thead>
<tr>
<th>Performance</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Investigation &amp; Presentation</td>
<td>30%</td>
</tr>
</tbody>
</table>

Assessed practical work is a course expectation. Student performance and ensemble work involves commitment that can require out-of-hours rehearsal.

Stage 1 ECONOMICS

Area of Learning: Humanities and Social Sciences
Credits: 10 (one semester) or 20 (two semesters)
Capabilities: Communication, citizenship and learning
Prerequisites or assumed knowledge: None
Sound literacy skills are required

Subject Description: Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people’s needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyses, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Content
At least three of the following topics are selected for study in each semester:
- The Economic Problem
- Economic Systems
- The Market Economy
- Introduction to the Share Market
- Governmental Involvement in the Market Economy
- The Circular Flow of Income
- Economic Thinkers
- Issues in the Global Economy
- Price Stability
- Economic Development
- Poverty and Inequality
- Employment and Unemployment

Assessment: Assessment is school based and consists of the following assessment types:

| Folio | 40% |
| Skills & Application Tasks | 40% |
| Issues Study | 20% |

There is an examination at the end of each semester of study.
**Stage 1 ENGLISH**

**Area of Learning:** English  
**Credits:** 20 (two semesters)  
**Capabilities:** Communication, citizenship, personal development, work and learning  
**Prerequisites or assumed knowledge:** None

**Subject Description:** The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

**Content:**

*Responding to texts*
Students consider a range of texts composed for different purposes and audiences, examining the ideas and perspectives contained within them and analysing their stylistic features.

*Creating texts*
Students create imaginative, interpretive and/or persuasive texts for different purposes, contexts and audiences.

*Intertextual Study*
Students analyse the relationship between texts.

**Assessment:** Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to Texts</td>
<td>40%</td>
</tr>
<tr>
<td>Creating Texts</td>
<td>30%</td>
</tr>
<tr>
<td>Intertextual Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

At least one assessment piece per semester will be in oral or multi-modal form.

There is an examination at the end of each semester of study.

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**Stage 1 ENGLISH AS A SECOND LANGUAGE**

**Area of Learning:** English  
**Credits:** 20 (two semesters)  
**Capabilities:** Communication, citizenship, personal development, work and learning  
**Prerequisites or assumed knowledge:** None

**Subject Description:** English as a Second Language is designed for students for whom English is an additional language or dialect.

Stage 1 English as a second language allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.

**Content:** The subject is based on responding to, and composing, oral and written texts in a range of genres and situations. Areas of study include:

*Text Study*
Students explore a range of written, oral, and visual texts, constructed for different purposes and in a range of genres. Texts studied could include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers, or news broadcasts.

*Investigative Study*
Students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice.

*Communication Study*
The focus of this study is on written and oral texts as they are used in contexts beyond the classroom and, in particular, the use of texts to persuade, influence, and instruct other people.

**Assessment:** Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Production</td>
<td>50%</td>
</tr>
<tr>
<td>Language Application</td>
<td>50%</td>
</tr>
</tbody>
</table>

There is an examination at the end of each semester of study.
Stage 1 FOOD AND HOSPITALITY

**Area of Learning:** Health and Physical Education  
**Credits:** 10 (one semester) or 20 (two semesters)  
**Capabilities:** Communication, citizenship, personal development, work and learning  
**Prerequisites or assumed knowledge:** None

**Subject Description**
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

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

Students examine the factors that influence people’s food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

**Content**
Students study topics within one or more of the following five areas of study:
- Food, the Individual and the Family  
- Local and Global Issues in Food and Hospitality  
- Trends in Food and Culture  
- Food and Safety  
- Food and Hospitality Careers

**Assessment:** Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activity</td>
<td>50%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>30%</td>
</tr>
<tr>
<td>Investigation</td>
<td>20%</td>
</tr>
</tbody>
</table>

There is no examination in this subject.

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Stage 1 GEOGRAPHY

**Area of Learning:** Humanities and Social Sciences  
**Credits:** 10 (one semester) or 20 (two semesters)  
**Capabilities:** Communication, citizenship, learning and work  
**Prerequisites or assumed knowledge:** None  
*Sound literacy skills are required*

**Subject Description:**

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world. Geography develops an appreciation that place matters in explanations of economic, social, and environmental phenomena and processes.

Students of geography identify patterns and trends, and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities. Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative. Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities.

**Content:**

Through the study of the topics: Sustainable Places, Hazards and Contemporary Issues students will:
- Develop an understanding and application of key geographical concepts  
- Develop an understanding of the interdependence of human and physical environments  
- Explore contemporary geographical issues  
- Develop skills in fieldwork using opportunities in the local area (students will participate in a minimum of two fieldtrips per semester)  
- Examine geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies.

**Assessment:**

Assessment is school based and consists of four assessments across the following types:
- Assessment Type 1: Geographical Skills and Applications  
- Assessment Type 2: Fieldwork

There is a school-based examination at the end of each semester of study.
Stage 1 GERMAN

**Area of Learning:** Languages at Continuers level  
**Credits:** 20 (two semesters)  
**Capabilities:** Communication and citizenship  
**Prerequisites:** It is expected that students will have studied German for a minimum of three consecutive years prior to SACE Stage 1.

**Subject Description:** In German students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

**Content:**  
Stage 1 German at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

<table>
<thead>
<tr>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Individual</td>
</tr>
<tr>
<td>The [Language]-speaking Communities</td>
</tr>
<tr>
<td>The Changing World.</td>
</tr>
</tbody>
</table>

**Assessment:** Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Interaction</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>30%</td>
</tr>
<tr>
<td>Text Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

There is an examination at the end of each semester of study.

Stage 1 MODERN HISTORY

**Area of Learning:** Humanities and Social Sciences  
**Credits:** 10 (one semester) or 20 (two semesters)  
**Capabilities:** Communication, citizenship, personal development, learning and work  
**Prerequisites or assumed knowledge:** None  
**Sound literacy skills are required**

**Subject Description:**  
In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-and long-term consequences on societies, systems, and individuals. Students explore the impacts of these developments and movements on people’s ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

**Content**  
In each semester, students study skills of historical inquiry and conduct an independent historical investigation. Two different units are studied each semester.

Units are selected from:

- Revolutions
- The American Civil War
- Imperialism in the 1800’s
- The Meiji Restoration in Japan
- Decolonisation – nature and processes
- The Vietnam War

**Assessment:** Assessment is school based and consists of the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Skills</td>
<td>75%</td>
</tr>
<tr>
<td>Historical Study</td>
<td>25%</td>
</tr>
</tbody>
</table>

There is an examination at the end of each semester of study.
Stage 1 INDOONESIAN

Area of Learning: Languages at Continuers Level
Credits: 20 (two semesters)
Capabilities: Communication and citizenship
Prerequisites/Assumed Knowledge: It is expected that students will have studied Indonesian for a minimum of three consecutive years prior to SACE Stage 1.

Subject Description
In Indonesian students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Content: Stage 1 Indonesian at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Prescribed Themes:
- The Individual
- The Indonesian-speaking Communities
- The Changing World.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Interaction</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>30%</td>
</tr>
<tr>
<td>Text Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

There is a school examination at the end of each semester of study.

Stage 1 INFORMATION TECHNOLOGY

Area of Learning: Business, Enterprise and Technology
Credits: 10 (one semester) or 20 (two semesters)
Capabilities: Communication, citizenship, work and learning
Prerequisites or assumed knowledge: None

Subject Description
Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of information technology areas.

Content
Stage 1 Information Technology is organised into the following six topics:
- Topic 1: Computer Systems
- Topic 2: Relational Databases
- Topic 3: Application Programming
- Topic 4: Multimedia Programming
- Topic 5: Website Programming
- Topic 6: Dynamic Websites.

Two topics are selected and studied per semester.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their knowledge and understanding through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills &amp; Application Tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>40%</td>
</tr>
</tbody>
</table>

There is an examination and / or skills tasks at the end of each semester of study.
Stage 1 INTEGRATED LEARNING

Area of Learning: Cross-disciplinary.
Credits: 10 (one semester)
Capabilities: Communication, citizenship, personal development, work and learning
Prerequisites or assumed knowledge: None
Students interested in undertaking this subject must see the Senior School Curriculum Coordinator.

Subject Description: This subject is designed to be undertaken in either a 1-unit or a 2-unit form. Integrated Learning is composed of one or more integrated studies developed by the teacher in consultation with students. For the 1-unit subject, students undertake an integrated learning program with an emphasis on one or more of the four key areas. For the 2-unit subject, students undertake an integrated learning program with an emphasis on two or more of the four key areas. Integrated Learning can be organised in different ways, according to the needs and interests of the students and the school. It allows teachers to develop programs for a cohort of students, with scope for the students to negotiate the content and assessment of the course. The choice of an integrated learning program should be the first stage in the development of a teaching and learning program.

Content:
At the end of the program in Stage 1 Integrated Learning, students should be able to:
- develop and apply learning to achieve a purpose;
- identify and investigate concepts, ideas, and skills from different perspectives, using a range of sources;
- work collaboratively with others;
- demonstrate self-awareness in reflecting on, evaluating, and communicating the development of learning;
- demonstrate an understanding of connections between their lives, their learning, and their cultures.

Assessment:
Assessment in Stage 1 Integrated Learning consists of the following components.
1. The Situated Learning Task assesses the product or outcome.
2. The Collaborative Task assesses the way in which students work collaboratively to create the product or outcome.
3. The Portfolio and Discussion Task assesses students’ communication about the integrated learning program.

There is no examination in this subject.

Stage 1 LEGAL STUDIES

Area of Learning: Humanities and Social Sciences
Credits: 10 (one semester) or 20 (two semesters)
Capabilities: Citizenship, personal development and learning
Prerequisites or assumed knowledge: None
Sound literacy skills are required.

Subject 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. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgements about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Students read and write about the Australian legal system, and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

Content
In each semester students study four topics from:
- Law and Society
- People, Structures and Processes
- Law-making; Justice and Society
- Young People and the Law, Victims and the Law, Motorists and the Law, Young Workers and the Law, Relationships and the Law

Assessment:
Assessment is school based and consists of the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>60%</td>
</tr>
<tr>
<td>Issues Study</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
</tbody>
</table>

There is an examination at the end of each semester of study.
Stage 1 ESSENTIAL MATHEMATICS

Area of Learning: Mathematics  
Credits: 10 (one semester) or 20 (two semesters)  
Capabilities: Communication, citizenship, personal development, work, and learning  
Prerequisites or assumed knowledge: Year 10 Mathematics or Year 10 Essential Mathematics

Please refer to Appendix, 1 the SACE Maths Options Flowchart.

Subject Description
In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Essential Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Students can take this subject for a single semester (10 credits) to complete the numeracy requirement of SACE.

Students must complete both semesters (20 credits) of Stage 1 Essential Mathematics (or another Stage 1 Mathematics subject) if they intend to study Essential Mathematics at Stage 2.

Please refer to Appendix 1 the SACE Maths Options Flowchart.

Content
Stage 1 Essential Mathematics consists of a selection of work from the following topics:
- Topic 1: Calculations, Time and Ratio
- Topic 2: Earning and Spending
- Topic 3: Geometry
- Topic 4: Data in Context
- Topic 5: Measurement
- Topic 6: Investing
- Topic 7: Open Topic

Assessment: Assessment at Stage 1 is school based.

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

- Skills and Application Tasks (Tests) 60%
- Folio (Investigations or Practical Reports) 40%

There may be an examination at the end of each semester of study.

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Stage 1 GENERAL MATHEMATICS

Area of Learning: Mathematics  
Credits: 20 (two semesters)  
Capabilities: Communication, citizenship, personal development, work, and learning.

Prerequisites/Assumed Knowledge: Students should have obtained a minimum result of a 4 in Year 10 Mathematics and a level 4 or better in Criterion A.

Please refer to Appendix, 1 the SACE Maths Options Flowchart.

Subject Description
In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

This course is designed to prepare students for Stage 2 General Mathematics.

Please refer to Appendix 1 the SACE Maths Options Flowchart.

Content
Stage 1 General Mathematics consists of a selection of work from the following topics:
- Topic 1: Investing and Borrowing
- Topic 2: Measurement
- Topic 3: Statistical Investigation
- Topic 4: Applications of Trigonometry
- Topic 5: Linear Functions and their Graphs
- Topic 6: Matrices and Networks
- Topic 7: Open Topic (Introduction to Shares)

Assessment: Assessment at Stage 1 is school based.

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

<table>
<thead>
<tr>
<th>Skills and Applications Tasks (Tests)</th>
<th>65%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Investigation</td>
<td>35%</td>
</tr>
</tbody>
</table>

There is an examination at the end of each semester of study.
Stage 1 MATHEMATICAL METHODS

Area of Learning: Mathematics

Credits: 30 credits (three semesters)

Capabilities: Communication, citizenship, personal development, work, and learning

Prerequisites/Assumed Knowledge: Students should have obtained a minimum of a 5 in Year 10 Mathematics and a level 6 or better in Criterion A.

Please refer to Appendix 1 the SACE Maths Options Flowchart.

Subject Description
In the study of mathematics students participate in a wide variety of problem-solving activities. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

This course is designed to prepare students for Stage 2 Mathematical Methods.

Content: Year 11 Mathematical Methods consists of units of work, which are selected from the following topics:

- Topic 1: Functions and Graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry
- Topic 4: Counting and Statistics
- Topic 5: Growth and Decay
- Topic 6: Introduction to Differential Calculus
- Topic 7: Arithmetic and Geometric Sequences
- Topic 8: Matrices

Assessment: Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks (Tests)</td>
<td>75%</td>
</tr>
<tr>
<td>Mathematical Investigation</td>
<td>25%</td>
</tr>
</tbody>
</table>

There is an examination at the end of each semester of study.

Stage 1 MEDIA STUDIES

Learning Area: Human and Social Sciences

Credits: 10 (one semester) or 20 (two semesters)

Capabilities: Communication, citizenship, personal development, work, and learning.

Prerequisites or assumed knowledge: None

Subject Description
Media Studies develops students’ media literacy and production skills. Students discuss and analyse media issues, and interact with, and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world. Students develop practical skills for expression of ideas and messages through a variety of media forms including: Photography, 2.5D Animation, Single Camera Film Production, Multi-camera television production including Concordia Television broadcasts.

Content:
The following topics will be studied during the year. Two topics are studied each semester.

- Television/Film Production
- Advertising
- Careers in Media
- Creating Multimedia Texts

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Interaction Study</td>
<td>20%</td>
</tr>
<tr>
<td>Product</td>
<td>60%</td>
</tr>
</tbody>
</table>

There is no examination in this subject.
Stage 1 MUSIC – ADVANCED

Area of Learning: ARTS

Credits: 10 (one semester) or 20 (two semesters)

Capabilities: Communication, citizenship, personal development, work and learning

Prerequisites or assumed knowledge: Satisfactory standard of theory at Year 10 level (approx. AMEB Grade 3). Continued tuition on a principal instrument (minimum approx. AMEB Grade 4 standard).

Subject Description
Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, aural and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students’ cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

Content: Students have the opportunity to engage in the following activities:
- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Music in Contexts
- Developing Musicianship and Aural Skills

Assessment: Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Presentation</td>
<td>40%</td>
</tr>
<tr>
<td>Skills Development</td>
<td>40%</td>
</tr>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
</tbody>
</table>

There is an examination at the end of each semester of study.

Stage 1 MUSIC – EXPERIENCE

Area of Learning: ARTS

Credits: 10 (one semester) or 20 (two semesters)

Capabilities: Communication, citizenship, personal development, work and learning

Prerequisites or assumed knowledge: Continued tuition on a principal instrument.

Students develop their practical and creative potential, spoken and written skills, and capacity to make informed interpretative and aesthetic judgments. By engaging in musical activities such as performing, composing and improvising, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and presenting musical works.

This program is designed for students whose experience in, or knowledge of, some aspects of music may be limited and provides pathways to selected Stage 2 subjects.

Content: Students have the opportunity to engage in the following activities:
- Improvising, composing and arranging
- Performing
- Music Technologies
- Developing Aural and Critical Listening Skills

Assessment: Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Presentation</td>
<td>40%</td>
</tr>
<tr>
<td>Skills Development</td>
<td>40%</td>
</tr>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
</tbody>
</table>
Stage 1 PHOTOGRAPHY

Area of Learning: Design & Technology (Communication Products)
Length of Course: 10 (one semester) or 20 (two semesters)
Prerequisites or assumed knowledge: None

Description:
This subject involves the use of a variety of materials to design and make products that communicate information. Students design and create photographic products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of digital imaging technological practices, products, and systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

Contexts for this course in communication products may include: graphics, multimedia, photography, sound, video.

A four-part designing model will be used to focus the product development learning: investigating, planning, producing, and evaluating.

Content
Topics include
Camera controls: Lenses, shutter, aperture, ISO etc
Image creation: Camera/studio/location, Lighting techniques
Photographic styles: Portraiture, Documentary, Landscape, Still life, Product, Panoramas, time lapse, 2.5D, 3D
Image Processing tools: Photoshop, In Design, Illustrator, After Effects
Optimising images: layers, Selections, Painting & drawing, Type, Transparency, Animation

Assessment
Assessment consists of the following assessment types:

<table>
<thead>
<tr>
<th>Products</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills &amp; Application Tasks</td>
<td>30%</td>
</tr>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
</tbody>
</table>

There is no examination in this subject.

Stage 1 PHYSICAL EDUCATION

Area of Learning: Health & Physical Education
Credits: 10 (one semester) or 20 (two semesters)
Capabilities: Communication, learning, personal development
Prerequisites or assumed knowledge: None

Subject Description
In Physical Education students gain an understanding of human movement and physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

Content
Practical Skills and Applications
- Semester 1: Sports Coaching
  Badminton
- Semester 2: Netball
  Soccer

NB: An approved negotiated practical module may take the place of any one of the above modules in either semester.

FOLIO
Principles and Issues – 1 assignment per semester
- Semester 1: Skill Development and Biomechanics
- Semester 2: Exercise Physiology and Physical Activity

Issues Analysis – 1 per semester
Students investigate and analyse, through the research of external resources, a chosen issue with global significance and associated with physical activity.

EXAM – 1 per semester
- Semester 1: Skill Development and Biomechanics
- Semester 2: Exercise Physiology and Physical Activity

Assessment:

<table>
<thead>
<tr>
<th>Practical</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
</tbody>
</table>
Stage 1 PHYSICS

Area of Learning: Sciences
Credits: 20 (two semesters)

Capabilities:
The purpose of the capabilities is to develop in students the knowledge, skills, and understanding to be successful learners, confident and creative individuals, and active and informed citizens. The capabilities that have been identified are:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Prerequisites or assumed knowledge: Year 10 Science (Physics topics), Year 10 Mathematics (General or Extension)

Subject Description:
The study of physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro cosmos, and to make predictions about them.

As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations. The three strands of science inquiry skills, science as a human endeavour and science understanding are integrated throughout student learning in this subject.

Content:
Linear Motion and Forces
Electric Circuits
Heat
Energy and Momentum
Waves
Nuclear Models and Radioactivity

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Investigations Folio</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
</tr>
</tbody>
</table>

There is an examination at the end of each semester of study.

Stage 1 PSYCHOLOGY

Area of Learning: Sciences
Credits: 10 (one semester) or 20 (two semesters)

Capabilities: Communication and learning
Prerequisites or assumed knowledge: Year 10 Science

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

Stage 1 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasizing evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Content:
Introduction to Psychology
Cognition
Social Behaviour
Brain & Behaviour
Emotion
Human Psychological Development

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Investigations Folio</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>60%</td>
</tr>
</tbody>
</table>

There is an examination at the end of each semester of study.
Stage 1 RELIGION STUDIES

Area of Learning: Humanities and Social Sciences

Credits: 10 credits (completed over the full year)

Capabilities: Communication, citizenship, personal development, work, learning

Prerequisites or assumed knowledge: None

NB All Year 11 students study Religion Studies.

Subject Description:
A study of religion forms a vital foundation for the study of a society. This is of particular importance in a culturally diverse society and this course develops an appreciation of the nature of this influence on human behaviour and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents participate in and respond to, current social and moral debates, and issues in communities such as those in Australia.

Students develop an understanding of different religious perspectives on events or practices, and examine a range of definitions of religion drawn from a variety of sources. There is an emphasis on understanding religious positions on ethical and social justice issues.

Content:
The course is divided into two semesters. Students have the option of electing one of five options in Semester 1 and one of two options in Semester 2.

Semester 1 options:
- Peer Support: Working with Year 8 students in the Peer Support Program
- Theology: An in-depth look at Christian Theology and its application in today’s context

Semester 2:
- Theology Cntd: An in-depth look at Christian Theology and its application in today’s context

Assessment:
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Practical Activity</th>
<th>35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues Investigation</td>
<td>35%</td>
</tr>
<tr>
<td>Reflection</td>
<td>30%</td>
</tr>
</tbody>
</table>

There is no examination in this subject.

Stage 1 SPECIALIST MATHEMATICS

Area of Learning: Mathematics

Credits: 10 credits (one semester)

Capabilities: Communication, citizenship, personal development, work, and learning

Prerequisites/Assumed Knowledge: Students should have obtained a minimum of a 6 in Year 10 Mathematics (Extension) and a 7 or better in Criterion A.

Subject Description:
In the study of mathematics students participate in a wide variety of problem-solving activities. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

This course is to be taken in conjunction with Stage 1 Mathematical Methods (20 credits).

The course is designed to prepare students for Stage 2 Specialist Mathematics.

Please refer to Appendix 1 the SACE Maths Options Flowchart.

Content:
Year 11 Specialist Mathematics consists of the following topics:
- Topic 1: Vectors in the Plane
- Topic 2: Further Trigonometry
- Topic 3: Real and Complex Numbers

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Skills and Applications Tasks (Tests)</th>
<th>75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Investigation</td>
<td>25%</td>
</tr>
</tbody>
</table>

There is an examination at the end of the semester.
Stage 1 VISUAL ARTS – ART

Area of Learning: Arts

Credits: 10 (one semester) or 20 (two semesters)

Capabilities: Communication, citizenship, personal development, work, and learning

Prerequisites or assumed knowledge: None

Subject Description:
Visual Arts engages students in conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine skills and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, opinions and present their lived or imagined life experiences in visual forms.

Content:
Visual thinking: Practical developmental work-Folio
The processes, documentation and recording of idea development, inspirations and experimentation of media.

Practical Resolution: Final art work(s).
Drawing, painting and mixed media, digital media, printmaking, photography, sculpture, ceramics, textiles, assembling and installation

Visual Arts in Context: Research artworks historically and culturally. This area of study draws information and inspiration from the works of past and present practitioners.

Assessment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Practical</td>
<td>40%</td>
</tr>
<tr>
<td>Visual Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

There is no examination in this subject.

Stage 1 VISUAL ARTS – DESIGN

Area of Learning: Arts

Credits: 10 (one semester) or 20 (two semesters)

Capabilities: Communication, citizenship, personal development, work, and learning

Prerequisites or assumed knowledge: None

Subject Description:
The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

Content:
Visual thinking: Practical developmental work-Folio
Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. This includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practising of technical skills, and evaluation, before the design outcome is resolved.

Practical Resolution: Final Design:
Product design: e.g. toy, fashion, stage, furniture, and engineering design
Environmental design: e.g. sustainable interior and exterior design
Graphic and visual communication design: e.g. branding, illustration, and advertising.

Visual Arts in Context: Research Design historically and culturally. This area of study draws information and inspiration from the works of past and present practitioners.

Assessment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Practical</td>
<td>40%</td>
</tr>
<tr>
<td>Visual Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

There is no examination in this subject.
SACE STAGE 2 SUBJECTS

Stage 2 BIOLOGY

Area of Learning: Sciences
Credits: 20 (two semesters)
Capabilities: Communication and learning.
Prerequisites or assumed knowledge: None

Subject Description
In Biology students learn about the cellular and overall structures and functions of organisms and ecosystems. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Content
Stage 2 Biology is organised around the following four themes:
- Macromolecules
- Cells
- Organisms
- Ecosystems

Each theme is divided into the following six threads:
- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness

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

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

External Assessment

| Examination                                  | 30%       |

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

Questions will cover all themes and threads and will include experimental skills.

The examination will be marked by external assessors with reference to performance standards.
Stage 2 BUSINESS AND ENTERPRISE

Area of Learning: Business, Enterprise and Technology
Credits: 20 (two semesters)
Capabilities: Communication, citizenship and learning.
Prerequisites or assumed knowledge: None
Sound literacy skills needed

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

Content
In Stage 2 Business and Enterprise, students complete the study of the core topic and two option topics.

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

Two of the following Option Topics
- People, Business, and Work
- Business and the Global Environment
- Business and Finance
- Business, Law, and Government
- Business and Technology
- Business and Marketing
- Business Research Task/Practical Application

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Practical</td>
<td></td>
</tr>
<tr>
<td>Issues Study</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment:
The report is up to a maximum of 2000 words in length and can be:

EITHER a situation analysis that outlines the present state of an existing small- to medium-sized business, and that examines aspects such as market, competitors, staff, and business structure.

OR an enterprise report which involves the evaluation of a small business enterprise that the student has established, and describes the business plan and other aspects associated with running the enterprise.

Stage 2 CHEMISTRY

Area of Learning: Sciences
Credits: 20 (two semesters)
Capabilities: Communication and learning
Prerequisites or assumed knowledge: C grade in Stage 1

Subject Description
The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Content
Stage 2 Chemistry is organised so that each intended student learning is related to a key chemical idea or concept within five topics. Through the study of these key ideas and concepts students develop their chemistry investigation skills.

Topics:
- Topic 1: Elemental and Environmental Chemistry
- Topic 2: Analytical Techniques
- Topic 3: Using and Controlling Reactions
- Topic 4: Organic and Biological Chemistry
- Topic 5: Materials.

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

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

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

The examination will be marked by external assessors with reference to performance standards.
Stage 2 CLASSICAL STUDIES

Area of Learning: Humanities
Credits: 20 (two semesters)
Capabilities: Citizenship, communication and learning
Prerequisites or assumed knowledge: None
Sound literacy and research skills required.

Subject Description
In Classical Studies students learn about the history, literature, society and culture of the classical civilisations of Greece and Rome.

Students draw on many other fields of study including architecture, politics, religion and geography. The study of Classical Studies enables students to consider environmental, social, economic, religious, cultural, and aesthetic factors that shape societies and provide personal and shared identity.

Content
Stage 2 Classical Studies consists of the following sections:
- Section A: Literature
- Section B: Society, Culture, and History
- Section C: Special Study

Students study three topics from Sections A and B. At least one topic must be taken from Section A and at least one topic must be taken from Section B. The remaining topic may be taken from either Section A or Section B. The research essay in Section C is to be developed using the guidelines stated in the assessment section of the Course Outline.

Topics selected for study are:
- Greek Epic
- Greek Drama
- Greek Society, Fifth Century BC

Students undertake a research essay in an area of specialty or interest within the classical world.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Essays</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

Type 2 Essays
The final summative task for each of the three topics studied is a timed, in-class essay completed under exam conditions. Students have 60 minutes to write each essay. Students will have a choice from 4-5 essay topics for each essay.

Information on the External Assessment: Special Study
Students undertake a written essay of a maximum of 2000 words. Students propose and develop a point of view about an issue. The special study must not concentrate solely on a focus study already undertaken in Section A or B.

The special study is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board.

Stage 2 COMMUNITY STUDIES

Area of Learning: Cross-disciplinary
Credits: 10 (one semester) or 20 (two semesters)
Capabilities: Communication and citizenship
Prerequisites or assumed knowledge: None
Students interested in doing this subject must see the Senior School Curriculum Coordinator.

Subject Description
Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment.

Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Content
Students prepare a contract of work to develop a community activity from the following ten areas of study:
- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction, and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science and the Community
- Technology and the Community
- Work and the Community.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract of Work</td>
</tr>
<tr>
<td>Folio</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
</tr>
</tbody>
</table>

Information on the External Assessment: Reflection
The reflection is a piece of writing of up to a maximum of 500 words, or the equivalent in multimedia format, for a 10-credit subject; and up to a maximum of 1000 words, or equivalent in multimedia format for a 20-credit subject.

After completing the community activity and receiving feedback from their community contact and others, students reflect on what they have learnt and the value of their community activity to themselves and to the community. This summary and reflection may be presented in written format, or a combination of written, visual, and oral modes using digital communications.

The reflection is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board.
Stage 2 DESIGN AND TECHNOLOGY

Learning Area: Business, Enterprise and Technology
Credits: 20 (two semesters)
Capabilities: Communication, citizenship, personal development and learning

Prerequisites or assumed knowledge: None
To determine whether he/she has the skill level required for success, a student who has not studied this subject at Stage 1 must have an interview with the Head of Design & Technology.

Subject Description
Students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

Content
Students use a diverse range of manufacturing technologies such as tools, machines and systems to convert resistant materials (timber) into useful products. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes and resistant materials.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment: Folio
Students complete a Folio that contains documentation of their investigation and planning for their product. The Folio consists of two parts:

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

**Part 2: Product Evaluation**
Students provide a maximum of twelve pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation.

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

Students should submit their evidence either as a hard copy, or on CD or DVD. The Folio is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board.

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Stage 2 DRAMA

Learning Area: Arts
Credits: 20 (two semesters)
Capabilities: Communication, citizenship, personal development and learning

Prerequisites or assumed knowledge: None
To determine whether he/she has the skill level required for success, a student who has not studied this subject at Stage 1 must have an interview with the Head of Drama.

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

Content
Teachers develop a teaching and learning program based on the four following areas of study:
- Group Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Interpretative Study</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Group Performance/Presentation</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

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

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

Assessed practical work is a course expectation. Student performance and ensemble work involve commitment, which will require out-of-hours rehearsal.
Stage 2 ECONOMICS

Learning Area: Humanities and Social Sciences

Credits: 20 (two semesters)

Capabilities: Communication, citizenship, and learning

Prerequisites or assumed knowledge: None

Sound literacy skills required

Subject Description

Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people’s needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Student’s research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Content

Stage 2 Economics consists of skills in economics developed in the following five key areas of study:

- Key Area 1: The Economic Problem
- Key Area 2: Microeconomics
- Key Area 3: Macroeconomics
- Key Area 4: Globalisation
- Key Area 5: Poverty and Inequality.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>40%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment:

Examination (2 hours)

Students undertake a 2-hour examination, which is divided into two parts.

Part A consists of multiple-choice, short-answer, response to stimulus, and extended-response questions, and draws on the following key areas of the subject content:

- All parts of Key Area 1: The Economic Problem
- All parts of Key Area 2: Microeconomics
- All parts of Key Area 3: Macroeconomics
- All parts of Key Area 4: Globalisation.

Part B requires students to write an essay from a range of questions that draw from the following key areas of the subject content:

- All parts of Key Area 3: Macroeconomics
- All parts of Key Area 4: Globalisation

Stage 2 ENGLISH AS A SECOND LANGUAGE STUDIES

Learning Area: English

Credits: 20 (two semesters)

Capabilities: Communication, citizenship, personal development, work, and learning.

Prerequisites or assumed knowledge: Stage 1 ESL

Subject Description

English as a Second Language is designed for students for whom English is an additional language or dialect.

Content

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

Students undertake tasks within the following areas of study:

- Text Study
- Text Production
- Investigative Study

Assessment

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

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

Information on the External Assessment:

Examination (3 hours)

Students complete a 3-hour external examination divided into two sections:

Section 1: Listening Comprehension

The listening comprehension section takes approximately one hour, and is divided into two parts. In both parts students listen and respond to recorded texts. Texts are drawn from a range of oral text types such as discussions, interviews, and broadcasts.

The questions in the first part require understanding of the text. The questions in the second part require understanding and interpretation of the text.

Section 2: Written Paper

The written paper is in two parts: Part A and Part B. The balance of time (after approximately one hour for the listening comprehension) is spent on the written paper.

Part A — students read and interpret related texts, which could contain information, opinions, and experiences, and information in the form of graphs, diagrams, or pictures.

Students use the information and opinions in the texts to produce an extended written response of approximately 500 words.

Part B — students write a formal letter of approximately 200 words in response to a short written or visual text.
Stage 2 ENGLISH

Learning Area: English  
Credits: 20 (two semesters)  
Capabilities: Communication, citizenship, personal development, work, and learning.

Prerequisites or assumed knowledge: None  
*Sound literacy skills required*

**Subject Description**
In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. An understanding of purpose, context and audience is applied in students’ own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral and/or multi-modal.

**Content**
*Responding to texts*
Students produce three responses to texts. Two of the responses must be written, and one must be oral. Texts must be chosen from at least three of these categories: extended prose texts, drama, films, poetry, and media texts. The written responses should total a maximum of 2000 words, the oral response should be a maximum of 6 minutes.

*Creating texts*
Students create three original texts and one writer’s statement. At least one text should be written. The three texts should total a maximum of 3000 words or equivalent. The writer’s statement should be a maximum of 1000 words. The three created texts must demonstrate variety in text type, purpose and/or audience.

*Comparative analysis*
Students complete a comparative analysis of two texts, up to a maximum of 2000 words. In an independent study, students compare how stylistic features and language conventions in the two texts are used to explore ideas and shape responses and interpretations.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to texts</td>
<td>30%</td>
</tr>
<tr>
<td>Creating texts</td>
<td>40%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Comparative analysis</td>
<td>30%</td>
</tr>
</tbody>
</table>

Stage 2 ENGLISH LITERARY STUDIES

Learning Area: English  
Credits: 20 (two semesters)  
Capabilities: Citizenship, personal development, work, and learning.

Prerequisites or assumed knowledge: None  
*Sound literacy skills required*

**Subject Description**
English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through the study of shared and independently chosen texts, students extend their ability to sustain a reasoned critical argument and enhance their own skills in creating texts.

**Content**
*Responding to texts*
Students produce up to five responses to texts, up to a total of 5000 words. One of these responses may be an oral presentation of up to 6 minutes. One response must show an understanding of a range of critical perspectives in considering texts. Responses must cover each of the following text studies: extended prose text, film text, drama text, a selection of poetry texts.

*Creating texts*
Students create two texts. One is a ‘transformative text’, responding to one of the shared studies in a creative way; the second is an original text in a form or genre of the student’s choice.

*Text Study*
Part A: A comparative text study in which the student compares one of the shared texts with an independently chosen text. The total of this study is 1500 words.

Part B: Critical reading. This is a 90-minute examination developed by the SACE board. Students read a short text and respond to a set of questions.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to texts</td>
<td>50%</td>
</tr>
<tr>
<td>Creating texts</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Comparative text study</td>
<td>15%</td>
</tr>
<tr>
<td>Critical reading examination</td>
<td>15%</td>
</tr>
</tbody>
</table>
Stage 2 FILM, TELEVISION & DIGITAL MEDIA
An Integrated Learning subject previously named Media Studies

Learning Area: Cross-disciplinary
Credits: 20 (two semesters)
Capabilities: Communication, citizenship, learning, and work
Prerequisites or assumed knowledge:
Successful completion of Stage 1 Media Studies will be an advantage.
A student interested in this subject must have an interview with the Head of Media to determine whether he/she has the skill level required for success.

Subject Description
Television and Digital Media requires students to develop and apply their knowledge and skills in a real world context. This is a practical subject in which students develop television and digital media products in video, photography, animation, special effects.

This subject facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

Content
Students undertake four areas of study. The capabilities form the content of the key areas of study.

<table>
<thead>
<tr>
<th>Key Area of Study</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Television program content and construction</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Broadcasting to a community audience</td>
</tr>
<tr>
<td>Work</td>
<td>Television production skills</td>
</tr>
<tr>
<td>Learning</td>
<td>Understanding systems processes &amp; roles</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Folio and Discussion</td>
<td>20%</td>
</tr>
</tbody>
</table>

**External Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment: Project
The project is a negotiated media production (maximum 12 minutes) including evidence of planning, production and post-production.
Each student’s project is assessed individually, and is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

Stage 2 FOOD AND HOSPITALITY

Learning Area: Health and Physical Education
Credits: 20 (two semesters)
Capabilities: Communication, work and learning.
Prerequisites or assumed knowledge: None

To determine whether he/she has the skill level required for success, a student who has not studied this subject at Stage 1 must have an interview with the Head of Food Technology.

Subject Description
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.
Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

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

Content
Students study topics within the following five areas of study:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activity</td>
<td>50%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
</tbody>
</table>

**External Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment: Investigation
The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

The Investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.
Stage 2 GEOGRAPHY

Learning Area: Humanities and Social Sciences
Credits: 20 (two semesters)
Capabilities: Citizenship, learning, and work
Prerequisites or assumed knowledge: None
Sound literacy skills required

Subject Description
The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

Content
Stage 2 Geography consists of a compulsory core topic and two option topics from a choice of twelve

Core Topic: Population, Resources, and Development
Students are introduced to the processes involved in population change and become aware of the impacts of population and consumption on the environment.

Option Topics
Students must study issues related to two of the following options topics:

- Option Topic 1: Urbanisation
- Option Topic 2: Rural Places
- Option Topic 3: Tourism
- Option Topic 4: Sources and Use of Energy
- Option Topic 5: Coasts
- Option Topic 6: Biodiversity
- Option Topic 7: Climate Change
- Option Topic 8: Soils
- Option Topic 9: Environmental Hazards
- Option Topic 10: Globalisation
- Option Topic 11: Drylands
- Option Topic 12: Negotiated Topic.

The option topics are assessed through fieldwork activities and inquiries.

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

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

| External Assessment     | 30%       |

Information on the External Assessment:

Examination (2 hours)
Students undertake a 2-hour written examination that focuses on the core topic. The examination consists of short-answer and extended-answer questions on knowledge, skills, application, and analysis of issues.

Stage 2 GERMAN: CONTINUERS LEVEL

Learning Area: Languages
Credits: 20 (two semesters)
Capabilities: Communication and citizenship
Prerequisites or assumed knowledge: C grade in Stage 1 German

Subject Description
The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In these languages subjects, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Content
Stage 2 German at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:
- The Individual
- The German-speaking Communities
- The Changing World.

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

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

| External Assessment     | 30%       |

Information on the External Assessment:

The examination consists of:

Oral Examination
The oral examination will take 10–15 minutes and consists of two sections:
- Section 1: Conversation
- Section 2: Conversation on In-Depth Study

Written Examination (3 hours)
The written examination has three sections:
- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in German

The examination will be marked by external assessors with reference to the performance standards.
Stage 2 INDONESIAN: CONTINUERS LEVEL

Learning Area: Languages
Credits: 20 (two semesters)
Capabilities: Communication and citizenship
Prerequisites or assumed knowledge: C grade in Stage 1 Indonesian

Subject Description
The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In these languages subjects, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Content
Stage 2 [Language] at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:
- The Individual
- The Indonesian speaking Communities
- The Changing World.

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

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

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

Information on the External Assessment:
The examination consists of:

Oral Examination
The oral examination will take 10–15 minutes and consists of two sections:
- Section 1: Conversation
- Section 2: Discussion of In-Depth Study

Written Examination (3 hours)
The written examination has three sections:
- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in Indonesian

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

Stage 2 INFORMATION TECHNOLOGY

Learning Area: Business, Enterprise and Technology
Credits: 20 (two semesters)
Capabilities: Citizenship, learning, communication, and work
Prerequisites or assumed knowledge: None

To determine whether he/she has the skill level required for success, a student who has not studied this subject at Stage 1 must have an interview with the IT teacher.

Subject Description
Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of information technology areas.

Content
Stage 2 Information Technology consists of two core topics and five option topics, from which two are chosen for study:

Core Topics
- Topic 1: Information Systems
- Topic 2: Computer Systems.

Option Topics
- Topic 1: Relational Databases
- Topic 2: Application Programming
- Topic 3: Multimedia Programming
- Topic 4: Website Programming
- Topic 5: Dynamic Websites.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

Information on the External Assessment:
Examination (2 hours)
Students undertake a 2-hour examination, which assesses the two core topics and option topics. The examination consists of short-answer questions and extended-response questions.

The examination will be marked by external assessors with reference to the performance standards.
Stage 2 INTEGRATED LEARNING

Learning Area: Cross-disciplinary
Credits: 10 (one semester) or 20 (two semesters)
Capabilities: Communication, citizenship, personal development, learning, and work
Prerequisites or assumed knowledge: None

Students interested in doing this subject must see the Senior School Curriculum Coordinator.

Subject Description
Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students’ lives and their learning and is undertaken by a group of students, or a student or students involved in a community group.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

Content
In the 10-credit subject students undertake one or more of the five key areas of study. In the 20-credit subject, students undertake two or more key areas of study. The capabilities form the content of the key areas of study for Integrated Learning.

Key Areas of Study:
- Developing the Capability for Communication
- Developing the Capability for Citizenship
- Developing the Capability for Personal Development
- Developing the Capability for Work
- Developing the Capability for Learning.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
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</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Folio and Discussion</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment: Project
Students select an aspect of personal interest from the Integrated Learning program for their focused development.

The project can be presented in the form of an exhibition, video of a dramatic presentation, model, written report or review, website, film, multimodal presentation, or photographic essay.

For a 10-credit subject the project should be a maximum of 1000 words if written or a maximum of 6 minutes if presented in spoken or multimodal form.

For a 20-credit subject the project should be a maximum of 2000 words if written or a maximum of 12 minutes if presented in spoken or multimodal form.

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

Stage 2 LEGAL STUDIES

Learning Area: Humanities and Social Sciences
Credits: 20 (two semesters)
Capabilities: Citizenship, personal development and learning
Prerequisites or assumed knowledge: None
Sound literacy skills required

Subject 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. 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.

Students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government, and participation.

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

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Inquiry</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

Information on the External Assessment:

Examination (3 hours)
The examination is divided into two parts:
- Part A: Short Responses
- Part B: Extended Responses

Part A: Short Responses
Part A consists of some compulsory questions. Students may also be required to respond to short-answer questions, analyse a media article, respond to a stimulus, or analyse a legal process. All topics are examined in this part.

Part B: Extended Responses
Students answer two questions, including at least one essay question.

The examination will be marked by external assessors with reference to the performance standards.
**Stage 2 ESSENTIAL MATHEMATICS**

**Learning Area:** Mathematics  
**Credits:** 20 (two semesters)  
**Capabilities:** Communication, citizenship, personal development, work, and learning.  
**Prerequisites or assumed knowledge:** B grade or better in Stage 1 Essential Mathematics (20 credits)

**Subject Description**  
Stage 2 Essential Mathematics enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from realistic contexts.

**Content**  
Stage 2 Essential Mathematics is a 20-credit subject that consists of five of the following topics:  
- Topic 1: Scales, Plans and Models  
- Topic 2: Measurement  
- Topic 3: Business Applications  
- Topic 4: Statistics  
- Topic 5: Investments and Loans  
- Topic 6: Open Topic

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

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

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

| Examination | 30% |

Information on the External Assessment:

**Examination (2 hours)**

The 2 hour external examination is based on the key questions and key concepts in Topics 2, 4, and 5. The examination will consist of a range of problems, some focusing on knowledge, routine skills, and applications, and others focusing on analysis and interpretation.

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

---

**Stage 2 GENERAL MATHEMATICS**

**Learning Area:** Mathematics  
**Credits:** 20 (two semesters)  
**Capabilities:** Communication, citizenship, personal development, work, and learning.  
**Prerequisites or assumed knowledge:**  
B grade in or better Stage 1 General Mathematics (20 credits) or a C grade or better in Stage 1 Mathematical Methods (20 credits)

**Subject Description**  
Through the study of General Mathematics students participate in a wide variety of problem-solving activities, they express and interpret mathematical ideas, and use appropriate instruments, technology, and networks to access information, process ideas, and communicate results.

**Content**  
Stage 2 General Mathematics is a 20-credit subject that consists of five of the following topics:  
- Topic 1: Modelling with Linear Relationships  
- Topic 2: Modelling with Matrices  
- Topic 3: Statistical Models  
- Topic 4: Financial Models  
- Topic 5: Discrete Models  
- Topic 6: Open Topic

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>40%</td>
</tr>
<tr>
<td>Mathematical Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

| External Assessment | 30% |

Information on the External Assessment:

**Examination (2 hours)**

Students undertake a 2-hour external examination based on the key questions and key concepts in Topics 3, 4, and 5. The examination will consist of a range of problems, some focusing on knowledge, routine skills, and applications, and others focusing on analysis and interpretation.

The examination will be marked by external assessors with reference to the performance standards.
Stage 2 MATHEMATICAL METHODS

Learning Area: Mathematics
Credits: 30 (three semesters)
Capabilities: Communication, citizenship, personal development, work, and learning.
Prerequisites or assumed knowledge: B grade or better in Stage 1 Mathematical Methods (20 credits)

Subject Description
Through the study of Mathematical Methods students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

Content*
Stage 2 Mathematical Methods is a 20-credit subject that consists of the following six topics:
- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
</tr>
<tr>
<td>Mathematical Investigation</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

Information on the External Assessment:*  

Examination (3 hours)
Students undertake a 3-hour external examination based on the key questions and key concepts in the six topics. The examination will consist of a range of problems, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation.

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

Stage 2 MODERN HISTORY

Learning Area: Humanities and Social Sciences
Credits: 20 (two semesters)
Capabilities: Communication, citizenship, personal development, learning and work
Prerequisites or assumed knowledge: None
Sound literacy skills required

Subject Description
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

Content
Students study:
- One thematic study  
  Revolutions and Turmoil: Social and Political Upheavals since c. 1500.
- One depth study  
  Postwar Rivalries and Mentalities: Superpowers and Social Change since c. 1945.
- Individual History Essay

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

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

Information on the External Assessment:  

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

Part 1: Thematic Study
This part of the examination will focus on the key areas for inquiry in the thematic study. Students are required to answer one essay question.

Part 2: Depth Study
This part of the examination will focus on the key areas for inquiry in the depth study. Students are required to answer one essay question.

Part 3: Sources Analysis
The part of the examination will focus on the skills of sources analysis. Students are required to answer the sources analysis question.
Stage 2 MUSIC SUBJECTS

Learning Area: Arts

Credits: Stage 2 Music subjects may be undertaken as one or more 10-credit subjects, with a maximum of 4 permitted.

Capabilities: Personal development, citizenship, communication and learning

At Concordia College, a range of Stage 2 Music subjects are offered:

- Composing and Arranging
- Ensemble Performance
- Musicianship
- Music in Context
- Performance Special Study
- Solo Performance

Prerequisites or assumed knowledge:
A C grade in Stage 1 Music is required for:

- Composing and Arranging
- Musicianship
- Music in Context
- Performance Special Study
- Solo Performance

Any student wishing to undertake Stage 2 Music studies must have an interview with either the Director or the Assistant Director of Music to determine whether he/she has the skill level required for success.

General Subject Description for Music Subjects

Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, aural and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students’ cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

Stage 2 COMPOSING AND ARRANGING

Subject Description

This 10-credit subject develops students’ musical imagination and creativity by composing and/or arranging musical works.

Content

In Stage 2 Composing and Arranging the following two areas of study must be covered:

- Folio of Minor Works with Commentary
- Major Work with Analysis

Assessment

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of Minor Works</td>
<td>70%</td>
</tr>
<tr>
<td>Major Work</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment: Major Work

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

- Part 1: Major Work – a Composition or an Arrangement
- Part 2: Analysis of the Major Work

Part 1: Major Work - Composition or Arrangement

The composition/arrangement must be the work of the student, and must be completed during his or her current study of this subject. Computer-generated instrumental/vocal parts or pre-existing midi, etc., must not be included.

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

Part 2: Analysis of the Major Work

Students present an oral or written analysis of their major work. An oral analysis may be up to a maximum of 6 minutes (not including musical examples) and should be supported by backup work. A written analysis may be up to a maximum of 1000 words (not including musical examples) and may include complete sentences, dot points, diagrams, and notated musical examples.

The Major Work is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Major Work with reference to performance standards.
Stage 2 ENSEMBLE PERFORMANCE

Subject Description
This 10-credit subject develops students’ skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

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

In general, students participate in one of the following throughout the subject:
- A small ensemble of two or more performers
- An orchestra
- A band
- A choir, vocal ensemble, or with a solo performer (as an accompanist)
- A performing arts production (as a singer or an instrumentalist).

Students perform on only one instrument or the voice and in only one ensemble. Students may perform as a vocalist and as an instrumentalist. They may also perform with recognised doublings such as saxophone and clarinet.

Students prepare and present three public performances, comprising two initial performances and one final performance.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>30%</td>
</tr>
<tr>
<td>Second Performance</td>
<td>40%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Final Performance</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment: Final Performance
Students perform in the ensemble in a practical examination, comprising one public summative performance of 10 to 12 minutes, either live or filmed. Students are required to perform, individually, selections from their parts in the final performance.

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

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Stage 2 MUSICIANSHIP

Subject Description
Stage 2 Musicianship is a 10-credit subject.

Content
The following three areas of study must be covered:
- Theory, Aural Recognition, and Musical Techniques
- Harmony
- Arrangement.

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

Harmony
Students learn to harmonise a melody by applying theoretical knowledge. Students undertake one of the following three options:
- Option A: Counterpoint
- Option B: Jazz-related Harmony
- Option C: Four-part Vocal Style.

Arrangement
Students develop their musical imagination and ability to write musical arrangements. They learn to apply fundamental knowledge of theoretical concepts, musical styles, and associated aural and notational skills.

Students create a notated arrangement of a melody of their choice, taken from the existing repertoire (not created by the student). The arrangement is submitted with a score using standard notation, a recording, and a statement outlining the ideas in, and the musical intention of, the arrangement.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Development</td>
<td>30%</td>
</tr>
<tr>
<td>Arrangement</td>
<td>40%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment: Examination (1½ hour)
Students undertake a 1½-hour external examination, which is divided into two parts:
- Part 1: Theory, Aural Recognition, and Musical Techniques
- Part 2: Harmony

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

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

Subject Description
Stage 2 Performance Special Study is a 10-credit subject. Performance Special Study gives instrumentalists and vocalists the opportunity to address the technical and musical demands of performing an approved work(s) in public. Students may perform as a soloist or as a member of a chamber ensemble (one performer per part).

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

Content
This 10-credit subject consists of two areas of study:
- Part 1: Performance of an Approved Work(s)
- Part 2: Commentary.

Part 1: Performance of an Approved Work(s)
This part develops and extends the student’s skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a performance as an instrumental or vocal soloist or as a member of a chamber ensemble. The approved work may be:
- an extended work
- selected movements from an extended work
- a folio of related works or syntactically linked works.

Part 2: Commentary
This part develops the student’s analytical skills and the application of these skills, through analysis of the approved work(s). Students submit a written analysis at the second public performance.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>20%</td>
</tr>
<tr>
<td>Second Performance</td>
<td>30%</td>
</tr>
<tr>
<td>Commentary</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

Information on the External Assessment: Final Performance
The student performs the complete approved work(s) as a soloist or member of a chamber ensemble (one player per part) in a practical examination.

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

Stage 2 SOLO PERFORMANCE

Subject Description
This 10-credit subject develops students’ skills on a chosen instrument or their voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

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

Content
Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. The performance of a vocalist who accompanies himself or herself may include solo parts from each. Students may also perform with recognised doublings, such as piccolo and flute, tenor saxophone and alto saxophone, flute and saxophone, electric guitar and acoustic guitar. Students must present their program on an instrument chosen from the following list:
- Flute
- Recorder
- Oboe
- Clarinet
- Bassoon
- E flat alto saxophone
- B flat tenor saxophone
- Horn in F
- E flat tenor horn
- Trumpet
- Cornet
- Trombone
- Euphonium
- Baritone
- Tuba
- Percussion
- Indigenous Australian instruments
- Traditional instruments (e.g. bagpipes)
- Violin
- Viola
- Cello
- Double bass
- Harp
- Voice
- Piano
- Harpsichord
- Pipe organ
- Electric keyboard (e.g. clavinova)
- Classical guitar
- Guitar (steel string, acoustic, or electric)
- Electric bass.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>30%</td>
</tr>
<tr>
<td>Second Performance</td>
<td>40%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment: Final Performance
Students perform in a practical examination. A solo summative performance of 10 to 12 minutes must be presented (live) for assessment.

The Final Performance is marked by external assessors with reference to performance standards.
**Stage 2 PHOTOGRAPHY**

**Learning Area:** Design and Technology — Communication

**Products (Photography)**

**Credits:** 20 (two semesters)

**Capabilities:** Communication, citizenship, personal development and learning.

**Prerequisites or assumed knowledge:** None

To determine whether he/she has the skill level required for success, a student who has not studied this subject at Stage 1 must have an interview with the Head of Media.

**Subject Description**

Students develop the ability to identify, create, initiate, and develop products and processes. Students learn to use equipment, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

**Content**

Students use a range of photographic technologies including cameras, lenses, electronic flash, lighting, image manipulation software to convert light into useful images for a purpose. Students produce outcomes that demonstrate the knowledge and skills associated with photography, processes capture and presentation.

**Assessment**

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Information on the External Assessment: Folio**

Students complete a Folio that contains documentation of their investigation and planning for their product.

The Folio consists of two parts:

**Part 1: Product Design (Documentation and Analysis)**

Students document investigation and planning skills. When documenting their investigation skills, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

**Part 2: Product Evaluation**

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

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic and digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations. Students should submit their evidence either as a hard copy, or on CD or DVD. The Folio is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board.

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**Stage 2 PHYSICAL EDUCATION**

**Area of Learning:** Health and Physical Education

**Credits:** 20 (two semesters)

**Capabilities:** Communication, learning and personal development

**Prerequisites or assumed knowledge:** None

**Subject Description**

In Physical Education, students gain an understanding of human movement and physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

**Content**

Stage 2 Physical Education consists of two key areas of study and related key concepts:

**Area 1 Practical Skills and Applications**

Students complete three practicals that are balanced across a range of individual, fitness, team, racquet, aquatic, and outdoor activities and that cater for the different skills, interests of the students.

**Area 2 Principles and Issues consists of three topics:**

**1. Exercise Physiology and Physical Activity**

Key Concept 1: The sources of energy affecting physical performance

Key Concept 2: The effects of training and evaluation on physical performance

Key Concept 3: The specific physiological factors affecting performance

**2. The Acquisition of Skills and the Biomechanics of Movement**

Key Concept 1: Skill acquisition

Key Concept 2: Specific factors affecting learning

Key Concept 3: The effects of psychology of learning on the performance of physical skills

Key Concept 4: The ways in which biomechanics improve skilled performance

**3. Issues Analysis**

Students investigate and analyse, through the research of external resources, a chosen issue with global significance and associated with physical activity.
Stage 2 PHYSICAL EDUCATION (continued)

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td></td>
</tr>
<tr>
<td>Topic 1: Aquatics (kayaking or windsurfing)</td>
<td>50%</td>
</tr>
<tr>
<td>Topic 2: Touch</td>
<td></td>
</tr>
<tr>
<td>Topic 3: Softball</td>
<td></td>
</tr>
<tr>
<td>Folio (Principles and Issues Assessment)</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

Information on the External Assessment: Examination
Students undertake a 2-hour external examination requiring short answers and an extended-response.
The examination covers the content of the ‘Exercise Physiology and Physical Activity’ and ‘The Acquisition of Skills and the Biomechanics of Movement’ topics.

Stage 2 PHYSICS

Area of Learning: Sciences
Credits: 20 (two semesters)
Capabilities: Communication and learning
Prerequisites or assumed knowledge: Stage 1 Physics (C grade); Stage 1 Mathematical Methods or Studies (C grade)

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

Content
Stage 2 Physics is organised into four sections. Each section is divided into four topics. Each topic includes an application.

<table>
<thead>
<tr>
<th>Section</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion in Two Dimensions</td>
<td>Projectile Motion</td>
</tr>
<tr>
<td></td>
<td>Uniform Circular Motion</td>
</tr>
<tr>
<td></td>
<td>Gravitation and Satellites</td>
</tr>
<tr>
<td></td>
<td>Momentum in Two Dimensions</td>
</tr>
<tr>
<td>Electricity and Magnetism</td>
<td>Electric Fields &amp;</td>
</tr>
<tr>
<td></td>
<td>The Motion of Charged Particles</td>
</tr>
<tr>
<td></td>
<td>Magnetic Fields &amp;</td>
</tr>
<tr>
<td></td>
<td>The Motion of Charged Particles</td>
</tr>
<tr>
<td>Light and Matter</td>
<td>Electromagnetic Waves</td>
</tr>
<tr>
<td></td>
<td>The Interference of Light</td>
</tr>
<tr>
<td></td>
<td>Photons</td>
</tr>
<tr>
<td></td>
<td>Wave Behaviour of Particles</td>
</tr>
<tr>
<td>Atoms and Nuclei</td>
<td>The Structure of the Atom</td>
</tr>
<tr>
<td></td>
<td>The Structure of the Nucleus</td>
</tr>
<tr>
<td></td>
<td>Radioactivity</td>
</tr>
<tr>
<td></td>
<td>Nuclear Fission and Fusion</td>
</tr>
</tbody>
</table>

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

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

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

In the examination (3 hours):
Students undertake a 3-hour written examination consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response, and graphical interpretation. Questions will cover all topics, including the applications and experimental skills, and some may require students to integrate their knowledge from a number of topics. An equation sheet will be included in the examination question booklet.
Stage 2 PSYCHOLOGY

Area of Learning: Sciences
Credits: 20 (two semesters)
Capabilities: Communication and learning
Prerequisites or assumed knowledge: None
Subject Description
The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

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

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

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

Information on the External Assessment: Examination
Students undertake a 2-hour external examination, which consists of short-answer and extended-response questions.

Stage 2 RESEARCH PROJECT

Learning Area: Cross-Disciplinary
Credits: 10
Capabilities:
The purpose of the capabilities is to develop in students the knowledge, skills, and understanding to be successful learners, confident and creative individuals, and active and informed citizens. The capabilities that have been identified are:
- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Prerequisites or assumed knowledge: None
Subject Description
The Stage 2 Research Project is a compulsory 10-credit subject undertaken at Stage 2. Students must achieve a C– grade or better to complete the subject successfully and gain their SACE.

Students enrol in either Research Project A or Research Project B. The external assessment for Research Project B must be written. Students can choose to present their external assessment for Research Project A in written, oral, or multimodal form.

Research Project B may contribute to a student’s Australian Tertiary Admissions Rank (ATAR). Research Project A is not a Tertiary Admissions Subject. Nearly all students at Concordia enrol in Research Project B.

The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop planning, research, synthesis, evaluation, and project management skills.

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

Content
The content of both Research Project A and Research Project B consists of:
- developing the capabilities
- applying the specified research framework.

In the Research Project, students choose a research question that is based on an area of interest. They identify one or more capabilities that are relevant to their research. Students use the research framework as a guide to developing their research and applying knowledge, skills, and ideas specific to their research question. They choose one or more capabilities, explore the concept of the capability or capabilities, and how it/they can be developed in the context of their research. For Research Project A, they review the knowledge and skills they have developed, and reflect on the quality of their research outcome.
Stage 2 RESEARCH PROJECT (Continued)

For Research Project B, they evaluate the research processes used, and the quality of their research outcome.

Assessment Research Project A and B

<table>
<thead>
<tr>
<th>School-based assessment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio (research proposal, research development, and discussion)</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Research outcome</td>
<td>40%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External assessment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review (Research Project A) OR Evaluation (Research Project B)</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on External Assessment

- For the Research Project A Review, students prepare a summary of the research question and research outcome, to a maximum of 150 words if written, or a maximum of one minute for an oral presentation, or the equivalent in multimodal form. This summary is assessed.
  Students choose, in consultation with their teacher, the best form in which to present their review; it may be in written, oral, or multimodal form. Students prepare an assessment to a maximum of 1500 words if written or a maximum of 10 minutes for an oral presentation, or the equivalent in multimodal form (excluding the written summary).

- For the Research Project B Evaluation, students prepare a written summary of the research question and research outcome, to a maximum of 150 words. This summary is assessed. Students must present their evaluation in written form to a maximum of 1500 words (excluding the written summary).

The Stage 2 Research Project at Year 11

At Year 11, students may choose to take the Stage 2 Research Project as an online course that will run over the full year as an 'overload' subject that is, in addition to the six full subjects undertaken in each semester in Year 11. This option is likely to suit students who are planning to do five subjects at Stage 2, instead of the required four subjects.

Students who choose to do the online course, will be electing to complete the Research Project with limited face-to-face contact time with a supervising teacher. Online instructions, guides and discussion boards will provide the primary source of guidance for students who elect to complete the Research Project in this manner. Students will not have timetabled lessons in which they will be in a designated classroom with their teacher.

Each student will have a supervising teacher and, in most circumstances, the students will be expected to have a shared digital folio, giving the teacher 24-hour access to the students’ work for the purposes of reviewing and providing feedback. It is the role of the supervising teacher to check student drafts and assess work according to the performance standards and prescribed schedule of task completion. The supervising teacher will conduct the required face-to-face formal discussion with each student at an appropriate time in the course.

Stage 2 SOCIETY and CULTURE

Learning Area: Humanities and Social Sciences
Credits: 20 (two semesters)
Capabilities: Communication, citizenship and learning.
Required or assumed knowledge: None
Sound literacy skills required.

Subject Description

In Society and Culture, students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

Content

Students study three topics, one from each of the groups below:

**Topic group 1: Culture**
- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World.

**Topic group 2: Contemporary Challenges**
- Social Ethics
- Contemporary Contexts for Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment.

**Topic group 3: Global Issues**
- Globalisation
- A Question of Rights
- People and Power.

Assessment

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

**School-based Assessment**

<table>
<thead>
<tr>
<th></th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Interaction</td>
<td>20%</td>
</tr>
<tr>
<td>(Group Activity and Oral Activity)</td>
<td></td>
</tr>
</tbody>
</table>

**External Assessment**

<table>
<thead>
<tr>
<th></th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td></td>
</tr>
</tbody>
</table>
Stage 2 SPECIALIST MATHEMATICS

Learning Area: Mathematics

Credits: 20 (two semesters)

Capabilities: Communication, citizenship, personal development, work, and learning.

Prerequisites or assumed knowledge:
B grade or better in Stage 1 Specialist Mathematics (20 credits) and B grade or better in Stage 1 Mathematical Methods (20 credits)

Subject Description
Stage 2 Specialist Mathematics is a 20-credit subject. Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Methods.

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

Content*
Stage 2 Specialist Mathematics is a 20-credit subject that consists of the following five topics:
- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications
- Topic 6: Rates of Change and Differential Equations

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
</tr>
<tr>
<td>Mathematical Investigation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment:*  
Examination (3 hours)
Students undertake a 3-hour external examination based on the key questions and key concepts in the six topics. The examination will consist of three sections, the first a range of problems, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation.

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

Stage 2 VETAMORPHUS
Certificate III in Christian Ministry and Theology

What is Vetamorphus?
Vetamorphus is a special VET program introduced at Concordia College in 2009.

VET-A-MORPH-US: (noun)
VET: Vocational Education and Training
+ MORPH is to be transformed
+ US means ‘community’ and ‘together’

Vetamorphus is a national discipleship program, which focuses on developing young leaders to reach beyond the potential they see in themselves, to the potential God has prepared for them. Vetamorphus is part of Vocational Education and Training and offers senior students the opportunity to invest in their spiritual development whilst working toward their academic goals.

Vetamorphus is based on an action/ reflection model of learning, giving students the opportunity to learn about theology and put it into practice in their day-to-day lives. The process is delivered with the support, guidance and encouragement of Christian mentors and supervisors.

The components of Vetamorphus are:
- **Ministry Practice:** Students participate in a supervised ministry practice and also a live-in mission experience.
- **Peer Group Supervision:** This happens every week at school for 8 weeks of the school term. Peer group covers learning exercises, ministry exercises, seminars, creatives, bible reading and journal sharing and course administration.
- **Mentoring:** Students connect with a mature Christian in a mentoring relationship on a regular basis.
- **Private Study:** Students engage in a reading plan that covers two thirds of the New Testament and requires them to journal on the reading.
- **Retreats:** Students participate in three weekend retreats where students from all over the state gather together in community to share and experience the wider Vetamorphus journey.
- **Christian Community:** Students enjoy gathering regularly as a body of Christ to grow and experience the communion with other believers.

Total time commitment for Vetamorphus over the year = 275 hours.

In South Australia, Vetamorphus is auspiced by Delta Ministries in conjunction with the Australian Lutheran College.
Stage 2 VISUAL ARTS - ART

Learning Area: Arts
Credits: 20 (two semesters)
Capabilities: Communication and personal development
Prerequisites or assumed knowledge: None
To determine whether he/she has the skill level required for success, a student who has not studied this subject at Stage 1 must have an interview with the Head of Visual Arts.

Precluded subject combination
For the purposes of SACE completion, students can enrol at Stage 2 in both Visual Arts – Art and Visual Arts – Design BUT cannot count both subjects for the calculation of the ATAR. However, if a student is interested in developing the skill sets in both Art and Design and in obtaining an ATAR, he/she should see the Head of Visual Arts to explore other subject options.

Subject Description
In Visual Arts students express ideas through practical work using a variety of media leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. Art practicals may take any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.

Content
The following three areas of study are covered:
• Visual Thinking
• Practical Resolution
• Visual Arts in Context

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Two Practical Works or one body of works</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment: Visual Study
A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s). Students are to provide an A3 folio, CD, or DVD with photographs of their visual explorations. The A3 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions. Students submit no more than twenty A3 pages (or equivalent) of visual study, integrated with no more than 2000 words or 12 minutes of recorded oral explanation. The Visual Study is marked by an external assessor appointed by the SACE Board.

Stage 2 VISUAL ARTS – ART (Continued)

Students wishing to study two Art based subjects at Stage 2 can take CREATIVE ARTS as a second option after discussion with the Head of Art.

Credits: 20 (two semesters)

Subject Description:
In Creative Arts teachers, in negotiation with students tailor a program to meet local needs or interests in the Arts. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject. It can combine Design and Art.

Content and Assessment:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product- 2 creative arts products and 20 page folio of evidence.</td>
<td>50%</td>
</tr>
<tr>
<td>Investigation- 2 Investigations</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Skills- 12 pieces of evidence of a skill development in a chosen practical art/design area.</td>
<td>30%</td>
</tr>
</tbody>
</table>
Stage 2 VISUAL ARTS – DESIGN

Learning Area: Arts
Credits: 20 (two semesters)
Capabilities: Communication and personal development
Prerequisites or assumed knowledge: None
To determine whether he/she has the skill level required for success, a student who has not studied this subject at Stage 1 must have an interview with the Head of Visual Arts.

Precluded subject combination
For the purposes of SACE completion students can enrol at Stage 2 in both Visual Arts – Art and Visual Arts – Design BUT cannot count both subjects for the calculation of the ATAR. However, if a student is interested in developing the skill sets in both Art and Design and in obtaining an ATAR, he/she should see the Head of Visual Arts to explore other subject options.

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

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

Content
The following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Two Practical Works or one body of works</td>
<td>30%</td>
</tr>
</tbody>
</table>

External Assessment
Visual Study 30%

Information on the External Assessment: Visual Study
A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s). Students are to provide an A3 folio, CD, or DVD with photographs of their visual explorations. The A3 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions. Students submit no more than twenty A3 pages (or equivalent) of visual study, integrated with no more than 2000 words or 12 minutes of recorded oral explanation.

The Visual Study is marked by an external assessor appointed by the SACE Board.

Stage 2 VISUAL ARTS – DESIGN (Continued)

Students wishing to study two Art based subjects at Stage 2 can take CREATIVE ARTS as a second option after discussion with the Head of Art.
Credits: 20 (two semesters)
Subject Description:
In Creative Arts teachers, in negotiation with students tailor a program to meet local needs or interests in the Arts. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject. It can combine Design and Art.

Content and Assessment:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product- 2 creative arts products</td>
<td>50%</td>
</tr>
<tr>
<td>and 20 page folio of evidence.</td>
<td></td>
</tr>
<tr>
<td>Investigation- 2 Investigations</td>
<td>20%</td>
</tr>
</tbody>
</table>

External Assessment
Practical Skills
12 pieces of evidence of a skill development in a chosen practical art/design area. 30%
Stage 2 WORKPLACE PRACTICES

Learning Area: Business, Enterprise and Technology

Credits: 20 (two semesters)

Capabilities: Personal development, work, and learning

Prerequisites or assumed knowledge: None

This subject may suit elite athletes or dancers.

Students interested in this subject must contact the Senior School Curriculum Coordinator.

Subject Description

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Content

There are three focus areas of study of this subject:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

Students must include the following areas of study:

- Industry and Work Knowledge, and
- Vocational Learning and/or Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students select topics from the list below:

- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topic.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
<tr>
<td>Performance</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection</td>
<td>20%</td>
</tr>
</tbody>
</table>

**External Assessment**

Investigation 30%

Information on the External Assessment: Investigation

The Investigation may be either a practical investigation or an issues investigation.

The report should be up to a maximum of 2000 words in written form, or the equivalent in other forms.

The investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board.
THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

For more detailed information please refer to the IB Diploma Programme booklet. Please contact Mr Clark Roberts-Thomson, if you have questions about the IB Diploma Programme.

Description
The IB Diploma is a curriculum framework designed to thoroughly prepare students for university education and beyond. The IB Diploma Programme, with its three subjects at Higher Level and three at Standard Level, requires all students to engage in the study of Languages, Sciences, Mathematics, and Humanities. In addition, the three core components of Theory of Knowledge (ToK), Creativity, Activity and Service (CAS), and the Extended Essay (EE), provide students with additional skills for future study and life balance.

Choosing an IB Diploma Programme
The two year course comprises of six subjects chosen from groups 1-6 as indicated in the table below and the completion of the core of the programme.

At the core of the Diploma Programme are:
- Theory of Knowledge (ToK) (1/2 modules a week).
- An Extended Essay (EE) related to curriculum content (approximately 4,000 words)
- Participation in Creativity, Activity and Service (CAS).

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A - studies in language &amp; literature</td>
<td>Language Acquisition</td>
<td>Individual and Societies</td>
<td>Experimental Sciences</td>
<td>Mathematics</td>
<td>The Arts</td>
</tr>
<tr>
<td>A : literature</td>
<td>B : several years of study only ab initio: new learner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English A: literature HL/SL</td>
<td>French ab initio SL only</td>
<td>History HL/SL</td>
<td>Biology HL/SL</td>
<td>Mathematical Studies SL only</td>
<td>Film HL/SL</td>
</tr>
<tr>
<td>Self-taught language A: literature SL only</td>
<td>German B SL only</td>
<td>Psychology HL/SL</td>
<td>Chemistry HL/SL</td>
<td>Mathematics HL/SL</td>
<td>Music HL/SL</td>
</tr>
<tr>
<td></td>
<td>Indonesian B SL only</td>
<td>Economics HL/SL</td>
<td>Physics HL/SL</td>
<td></td>
<td>Visual Arts HL/SL</td>
</tr>
<tr>
<td></td>
<td>English B HL only</td>
<td></td>
<td></td>
<td></td>
<td>or another subject from groups 1-4</td>
</tr>
<tr>
<td></td>
<td>or another language from group 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is also the possibility of studying other subjects online or language courses offsite. For subjects available online, please see the end of the IB subject listings.

Assessment
The IB grading scale (1 – 7) is used for each subject. Theory of Knowledge and the extended essay are assessed A-E, contributing up to three points towards the Diploma points total. The total score is therefore out of 45. All subjects are externally examined or moderated. All subjects incorporate an internal assessment component, which is externally moderated to ensure that uniform standards are maintained.
CREATIVITY, ACTIVITY AND SERVICE (CAS)

Prerequisites: NA

Level: NA

Description: This is a compulsory component of the Diploma Programme.

Aims:
- To provide a challenge to each student in the three areas – Creativity, Action and Service.
- To provide opportunities for service.
- To complement the academic disciplines of the curriculum and to provide balance to the demands of scholarship placed upon the IB student.
- To challenge and extend the individual by developing a spirit of discovery, self-reliance and responsibility.
- To encourage the development of students’ individual skills and interests.

Content: A student is expected to devote some hours each week to CAS. During the two years of the Diploma Programme time should be distributed between creativity, action and service.

Assessment: Assessment in this aspect of the IB combines self and school evaluations. The nature of each is intended to develop a profile of a student’s commitment to the program and assurances that each section has been met with an appropriate balance.

EXTENDED ESSAY (EE)

Prerequisites: NA

Level: NA

Description: This is a compulsory component of the Diploma Programme. It is an independent research essay.

Aims: The essay is designed to provide candidates with an opportunity to engage in independent research at an introductory level. Emphasis is placed on the process of engaging in personal research and on the communication of ideas and information in a logical and coherent manner. It acquaints students with the independent research and writing skills expected at university.

Content: The choice of subject must be taken from the list of available subjects. It is recommended that the essay be written on a topic from within one of the student’s subjects.

The Extended Essay must include:
- Abstract Introduction Body (development/method/results)
- Conclusion
- References and bibliography

Assessment: The essay may be up to but not exceed 4000 words. All Extended Essays are externally assessed by examiners by the IB against a set of criteria that are the same, regardless of the subject of the essay.
THEORY OF KNOWLEDGE (TOK)

Prerequisites: NA

Level: NA (Course covers 2 years)

Description: This compulsory core component of the Diploma Programme includes a wide range of readings, discussions and activities focusing on (questions of) how we know what we claim to know. Students are encouraged to analyse knowledge claims and explore knowledge questions.

Aims: The aims of the Theory of Knowledge (TOK) program are for students to:
- make connections, including between the academic disciplines and the wider world
- develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- critically reflect on their own beliefs and assumptions
- understand that knowledge brings responsibility which leads to commitment and action

Content:

Knower and Knowing
- Knowledge Questions
- Sources of Knowledge
- Justification of Knowledge Claims
- Role of personal and shared knowledge
- Perspective (own and of others)
- Linking Questions (connecting AoKs, WoKs and Knower) and key concepts including belief, certainty, evidence and proofs.

Ways of Knowing (4 of these will be covered in depth (over) during the course)
- Language
- Sense perception
- Emotion
- Reason
- Imagination
- Faith
- Intuition

Areas of Knowledge (6 of these will be covered in depth (over) during the course)
- Mathematics
- History
- Natural Sciences
- Ethics
- Human Sciences
- Religious knowledge systems
- The Arts
- Indigenous knowledge systems

Inquiry into construction of knowledge in the different Areas of Knowledge using Knowledge Frameworks.
- Scope motivation and applications
- Key historical developments
- Specific terminology and concepts
- Interaction with personal knowledge
- Methods used to produce knowledge

Assessment: There are two final assessment components required by the IBO
- **One essay** (maximum length 1600 words) on any one of the six titles prescribed by the IBO. The essay is externally assessed and carries 67% of the final mark.
- **One oral presentation** of approximately 10 minutes (per student, max. group size 3). The presentation is internally assessed and contributes 33% of the final mark.
BIOLOGY

Assumed Knowledge: Successful completion of Year 10 Science

Level: Standard Level or Higher Level

Description: Biology is one of the Group 4 subjects relating to Experimental Sciences. The two levels are taught together as much as possible as much of the content is the same.

Aims: To provide students with a rigorous pre-university course of study in Biology that develops intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

Content: The SL course contains 110 hours of theory and 40 hours of practical work. The HL course contains 180 hours of theory and 60 hours of practical work.

Core for both SL and HL (95 hours)
- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology

Additional Higher Level (60 hours)
(more detailed coverage)
- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

Option topic – 1 only (15 hours SL / 25 hours HL)
- Biotechnology and bioinformatics
- Neurobiology and behaviour
- Ecology and conservation
- Human physiology

Assessment: External Examination (80%)

Standard Level
Paper 1: 45 minutes – 30 multiple choice questions on the core

Paper 2: (1 hrs 15 mins) - short-answer and extended-response questions on the core.

Paper 3: (1 hr) questions on the core and option material.
Section A: one data-based question and several short-answer questions on experimental work.
Section B: short-answer and extended-response questions from one option.

Higher Level
Paper 1: 1 hour – 40 multiple choice questions (15 common to SL plus additional questions on the core and the AHL material).
Paper 2: (2 hrs 15 mins) - short-answer and extended-response questions on the core and the AHL.
Paper 3: (1 hr 15 mins) questions on the core, AHL and option material.
Section A: one data-based question and several short-answer questions on experimental work.

Internal Assessment (20%)
An individual investigation
CHEMISTRY

Prerequisites: Completion of Year 10 Science (Chemistry topics) (Grade 5 or better).

Level: Standard Level or Higher Level

Description: Chemistry is one of the Group 4 subjects relating to Experimental Sciences. The two levels are taught together as much as possible as much of the content is the same.

Aims: To provide students with a rigorous pre-university course of study in Chemistry that develops intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

Content: The SL course contains 110 hours of theory and 40 hours of practical work. The HL course contains 180 hours of theory and 60 hours of practical work.

Core for both SL and HL
- Stoichiometric relationships
- Atomic structure
- Periodicity
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical Kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and data processing

Additional Higher Level
(more detailed coverage)
- Atomic structure
- The periodic table – the transition metals
- Chemical bonding and structures
- Energetics/thermochemistry
- Chemical Kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and analysis

SL/HL option topics (15/25 hours each)
One topic from the following:
- Human biochemistry
- Modern analytical chemistry
- Chemistry in industry and technology
- Medicines and drugs
- Environmental chemistry
- Food chemistry

Assessment: External Examination (80%)
Standard Level
Paper 1: 45 minutes – 30 multiple choice questions

CHEMISTRY (Continued)

Paper 2: (1 hrs 15 minutes) - short-answer and extended-response questions on the core.

Paper 3: (1 hr) questions on the core and option material.
Section A: one data-based question and several short-answer questions on experimental work.
Section B: short-answer and extended-response questions from one option.

Higher Level

Paper 1: (1 hour) – 40 multiple choice questions (±15 common to SL plus about five more on the core and about 20 more on the AHL).

Paper 2: (2 hrs 15 minutes) - short-answer and extended-response questions on the core and the AHL.

Paper 3: (1 hr 15 minutes) questions on the core, AHL and option material.
Section A: one data-based question and several short-answer questions on experimental work.
Section B: short-answer and extended-response questions from one option.

Internal Assessment (20%)
A group 4 interdisciplinary project (10 hours) and an individual investigation.
**ECONOMICS**

**Prerequisites:** None

**Level:** Standard Level or Higher Level

**Description:** Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The DP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies

**Aims:** The DP economics course allows students to:

- develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- develop an appreciation of the impact on individuals and societies of economic interactions between nations
- develop an awareness of development issues facing nations as they undergo the process of change

**Content:**

Section 1: Microeconomics  
Section 2: Macroeconomics  
Section 3: International Economics  
Section 4: Development Economics

Students undertaking Economics at HL will be required to complete additional course content within each of sections.

**Assessment:**

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Format of assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Exam</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 1 – 1.5 hours</td>
<td>Extended Response on Sections 1 and 2</td>
<td>80%</td>
</tr>
<tr>
<td>Paper 2 – 1.5 hours</td>
<td>Data Response on Sections 3 and 4</td>
<td></td>
</tr>
<tr>
<td>Paper 3 (HL only) - 1 hour</td>
<td>Short answer on all syllabus content</td>
<td></td>
</tr>
<tr>
<td><strong>Internal</strong></td>
<td>Three commentaries based on different sections of the syllabus and on published extracts from the news media</td>
<td>20%</td>
</tr>
</tbody>
</table>

**FILM**

**Prerequisites:** None

**Level:** Standard Level or Higher Level

**Description:** Students have the opportunity to learn in detail about one of the most influential forces in our modern society – film. They will learn about, and be coached in a broad variety of film theory and production techniques and approaches.

**Aims:** The Film course aims to promote:

- an appreciation and understanding of film as a complex art form  
- an ability to formulate stories and ideas in film terms  
- the practical and technical skills of production
- critical evaluation of film productions by the student and by others
- a knowledge of film-making traditions in more than one country

**Content:**

**Part 1: Textual analysis:** The detailed study of film sequences.

**Part 2: Film theory and history:** The study of films and film-making traditions from more than one country.

**Part 3: Creative process—techniques and organization of production:** The development of creative, analytical and production skills within film-making.

**Assessment:**

**External Assessment** 50%

Independent study (25%): Rationale, script and list of sources for a short documentary production on an aspect of film theory and/or film history, based on a study of a minimum of two films. The chosen films must originate from more than one country.  
(SL: 8-10 pages, HL: 12-15 pages)  
Presentation (25%): An oral presentation of a detailed critical analysis of a continuous extract from a prescribed film.  
(SL: 10 min, HL: 15 min)

**Internal Assessment** 50%

One completed film project with accompanying written documentation. The film may be undertaken as a group project or individually.  
(SL: 4-5 min film plus 1200 word written commentary, HL: 6-7 min film plus 40-60 sec trailer plus 1750 word written commentary)
HISTORY

Prerequisites: None

Level: Higher Level and Standard Level

Description: History is one of the Group 3 subjects relating to Individuals and Societies. History is offered at both Standard Level and Higher Level. The two levels are taught together, as much of the content is the same.

Aims: To promote the acquisition, understanding and communication of historical knowledge of different cultures and to develop an appreciation of history as a discipline and of people living in a variety of places at different times.

Content: At Standard and Higher Level, two topics are studied:
- Prescribed Subject 3: The move to Global War
- World History Topic 10: authoritarian states.
- World History Topic 15: Superpower tensions and rivalries

Each student will be required to submit an historical investigation based on student interest.

At the Higher Level, the course is the same as for Standard Level with the addition a regional study aspect of the history of Europe and the Middle East, covering the 20th century. Three topics are studied:
- Topic 12: Imperial Russia, revolution and the Soviet Union (1855 – 1924)
- Topic 14: Europe in the interwar years (1918 – 1939)

Assessment:
Standard Level assessment consists of three components:
- Paper 1 – a 1 hour externally marked examination assessing the prescribed subject (source analysis). This is worth 30% of the course.
- Paper 2 – a 1½ hour externally marked examination assessing two major topics (2 essays). This is worth 45% of the course.
- The Historical Investigation. This is marked internally and externally moderated. This is worth 25% of the course.

Higher Level assessment consists of four components:
- Paper 1 - a 1 hour externally marked examination assessing the prescribed subject (source analysis). This is worth 20% of the course.
- Paper 2 - a 1½ hours externally marked examination assessing the two major topics (2 essays). This is worth 25% of the course.
- Paper 3 - a 2½ hour externally marked examination assessing the Regional Study (3 essays). This is worth 35% of the course.
- The Historical Investigation. This is marked internally and externally moderated. This is worth 20% of the course.

LANGUAGE A: LITERATURE (ENGLISH)

Prerequisites: Satisfactory completion of Year 10 Language and Literature

Level: Higher Level and Standard Level

Description: This is a pre-university course in literature. It provides opportunities for studying a range of themes and encourages independent thinking and learning.

Aims: The program aims to:
- Develop a personal and lasting appreciation of literature through literary study and criticism;
- Promote an international perspective through the study of literature from our own and different cultures;
- Introduce both classical and modern texts in various genres and styles;
- Create an awareness of language use and subtleties in both oral and written communication;
- Promote clarity and precision of argument in the student’s own presentations and essays.

Content:

<table>
<thead>
<tr>
<th>Component</th>
<th>Work Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works in translation</td>
<td>Three works from other countries, read in translation</td>
</tr>
<tr>
<td>Detailed Study (includes poetry, drama, novel, non-fiction prose)</td>
<td>HL – Three works SL – Two works</td>
</tr>
<tr>
<td>Literary genres</td>
<td>HL – Four Works SL – Three Works</td>
</tr>
<tr>
<td>Options</td>
<td>HL – Three Works SL – Three Works</td>
</tr>
</tbody>
</table>

Higher Level and Standard Level differ in the number of texts, the depth and complexity of study and the duration of the final examinations.

Assessment:

<table>
<thead>
<tr>
<th>Component</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works in translation</td>
<td>HL and SL – Written assignment of 1,200 – 1,500 words, with accompanying reflective statement. Externally Assessed 25%</td>
</tr>
<tr>
<td>Detailed Study (includes poetry, drama, novel, non-fiction prose)</td>
<td>HL - Individual oral commentary and discussion (20 minutes) SL – Individual Oral Commentary (10 minutes) Internally Assessed Moderated 15%</td>
</tr>
<tr>
<td>Literary Genres</td>
<td>HL – Exam 2 x 2 hr papers SL – Exam 2 x 1 ½ hr papers Externally Assessed 45%</td>
</tr>
<tr>
<td>Options</td>
<td>HL and SL: Individual Oral Presentation (10 – 15 minutes) Internally Assessed 15%</td>
</tr>
</tbody>
</table>
LANGUAGE A: LITERATURE (SELF TAUGHT)

Level: Standard Level

This course is for students who wish to study literature of their mother tongue language, other than English. Please consult with the IB coordinator if you wish to consider this course.

LANGUAGE B: ENGLISH

Level: Higher Level

This course is for students whose first language is not English. Please consult with the IB coordinator if you wish to consider this course.

LANGUAGE B: GERMAN, INDONESIAN

Prerequisites: Level 5 in Year 10

Level: Standard Level

Description: The course is designed for those who have 2 to 5 years’ experience of the target language, are not taught other subjects in the target language and are taught outside a country where the language is spoken.

Aims: The Language B course aims to:
- Enable the students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- Enable students to use the language appropriately
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- Develop students’ awareness of the role of language in relation to other areas of knowledge
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language
- Develop students’ awareness of the relationship between the languages and cultures with which they are familiar

Content:
Listening: A range of spoken texts will be used to develop listening skills and strategies
Speaking: A range of interactive situations to develop the use of the spoken language for a variety of communicative purposes
Reading: strategies for reading a variety of authentic texts for different communicative purposes
Writing: production of a variety of texts for different communicative purposes

Assessment:
External Assessment 70%
Examination Paper 1
Text handling 25%
Reading
Written response
Examination Paper 2
Written production 25%
Written Assignment 20%
Receptive and written productive skills (internally completed, externally assessed)
Internal Assessment: Oral Component 30%
Two orals to be internally assessed by the teacher and externally moderated by the IBO.
Individual Oral 20%
Interactive oral activity 10%
LANGUAGE B ab initio – FRENCH

Prerequisites: None

Level: Standard Level

Description: The course is designed to be followed over 2 years by students who have little or no previous experience of learning the target language. The main focus is the acquisition of language for everyday social interaction.

Aims: The Language B ab initio course aims to:
- Develop students’ intercultural understanding
- Enable the students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- Enable students to use the language appropriately
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- Develop students’ awareness of the role of language in relation to other areas of knowledge
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language
- Develop students’ awareness of the relationship between the languages and cultures with which they are familiar
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Content: Oral, written and comprehension activities based on 20 topics under the following themes:
- Individual and Society
- Leisure and Work
- Urban and Rural environment

Assessment:
External Assessment 75%
Examination Paper 1
Text handling (1.5 hours) 30%
Examination Paper 2
Written production (1 hour) 25%
Written Assignment (internally completed, externally assessed) 20%
Internal Assessment
Oral Component 25%
One three-part oral to be internally assessed by the teacher and externally moderated by the IBO.

MATHEMATICAL STUDIES

Prerequisites: Grade 5 in Year 10 Mathematical Studies and a Level 6 or better in Criterion A

Level: Standard Level

Description: This course provides for students whose interests do not lie in a field where mathematical skills and techniques are a prerequisite for future pathways.

Aims: This course is designed to enable students to develop logical, critical and creative thinking skills, to problem solve and to develop an understanding of the principles and nature of the subject.

Content: The course consists of the study of seven topics:
- Number and Algebra
- Descriptive Statistics
- Logic, Sets and Probability
- Statistical Applications
- Geometry and Trigonometry
- Mathematical Models
- Introduction to differential Calculus

Assessment:
Project (internally assessed but externally moderated) 20%
Paper 1 1 hour 30 minutes
External Assessment 40%
Paper 2 1 hour 30 minutes
External Assessment 40%

Project
The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.

General Information
Calculators – Each candidate is required to have access to a graphic display calculator for the duration of both examination papers and the course.
MATHEMATICS (Higher or Standard Level)

**Prerequisites for Higher Level:** Grade 6/7 in Year 10 Mathematical Studies (Extension) and a Level 7 or better in Criterion A

**Prerequisites for Standard Level:** Grade 6 in Year 10 Mathematical Studies and a Level 6 or better in Criterion A

**Description:** This is a demanding course which serves as a pre-requisite for students who wish to include Mathematics as a major component of their university studies, either as a subject in its own right, or within courses such as physics, engineering and technology.

**Aims:** The course aims to develop logical, critical and creative thinking in Mathematics and to further the understanding of students with a good background in Mathematics, who are competent in a range of analytical and technical skills;

**Content:**

- Compulsory Core Topics
  - Algebra
  - Functions and Equations
  - Circular Functions & Trigonometry
  - Vectors
  - Statistics & Probability
  - Calculus

**HL Option Topic, chosen from the following:**
- Statistics and Probability
- Sets, Relations and Groups
- Calculus
- Discrete Mathematics

**Assessment:**

- **HL Assessment**
  - Exam Paper 1  2 hours  30%
  - Exam Paper 2  2 hours  30%
  - Exam Paper 3  1 hour  20%
  - **Mathematical Exploration**  20%

- **SL Assessment**
  - Exam Paper 1  1 ½ hours  40%
  - Exam Paper 2  1 ½ hours  40%
  - **Mathematical Exploration**  20%

**Mathematics HL is a demanding course, which requires students to be confident and proficient in moving between different forms of mathematical representation.**

MUSIC

**Prerequisites:** Completion of Year 10 Music (Level 5 or better) and proficiency as an instrumentalist or vocalist.

**Level:** Standard Level, Higher Level

**Description:** Students need to receive specialist instrumental tuition on an individual basis if they wish to do HL Music or SL Solo Performance. At Higher Level, specialist music students prepare for tertiary study at university.

**Aims:** The aims of all subjects in group 6 are to enable students to:
- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place and vultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills.

The aim of the music course at Standard Level and Higher Level is to enable students to:
- Develop their knowledge and potential as musicians, both personally and collaboratively.

**Content:**

- **Higher Level**
  Three compulsory parts:
  - Musical perception (Prescribed work, musical styles and genres and a Musical Investigation which is an independent major research project).
  - Solo Performance: instrumental or vocal recitals
  - Creating: three contrasting compositions or arrangements.

- **Standard Level**
  Students with a background in music study and proficiency on an instrument may choose one of the following options:
  - Solo Performance which comprises Musical Perception and analysis and a Solo Performance (voice or instrument) or one or more recitals.
  - Creating which comprises Musical Perception and Analysis and the creation of two contrasting works.

**Assessment:**

- **Higher Level**
  - **External Assessment**  50%
  - Listening Paper Examination  (30%)  
  - A Musical Investigation (2000 words)  (20%)
  - **Internal Assessment**  50%
  - Solo Performance  (25%)
  - Creating  (25%)

- **Standard Level**
  - **External Assessment**  50%
  - Listening Paper Examination  (30%)
  - A Musical Investigation (2000 words)  (20%)

  - **Internal Assessment**  50%
  - Solo Performance or Creating
PHYSICS

Prerequisites: Completion of Year 10 Science (Physics topics) and Mathematics (grade 5 or better)

Level: Standard Level or Higher Level

Description: Physics is one of the Group 4 subjects relating to Experimental Sciences. The two levels are taught together as much as possible as much of the content is the same.

Aims: To provide students with a rigorous pre-university course of study in Physics that develops intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

Content: The SL course contains 110 hours of theory and 40 hours of practical work. The HL course contains 180 hours of theory and 60 hours of practical work.

Core
- Measurements and uncertainties
- Mechanics
- Thermal Physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

Additional Higher Level
- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics

Option to be select from:
- Relativity
- Engineering physics
- Imaging
- Astrophysics

Assessment: External Examination (80%)
Standard Level
Paper 1: (45 minutes) – 30 multiple choice questions

Paper 2: (1 hrs 15 minutes) - short-answer and extended-response questions on the core.

Paper 3: (1 hr 15 minutes) questions on the core, Additional Higher Level and option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option.

Internal Assessment (20%)
A group 4 interdisciplinary project (10 hours) and an individual investigation.

PHYSICS (Continued)

Paper 2: (2 hrs 15 minutes) - short-answer and extended-response questions on the core and the AHL.

Paper 3: (1 hr 15 minutes) questions on the core, Additional Higher Level and option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option.

Assessment: External Examination (80%)
Standard Level
Paper 1: (45 minutes) – 30 multiple choice questions

Paper 2: (1 hrs 15 minutes) - short-answer and extended-response questions on the core.

Paper 3: (1 hr) questions on the core and option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option.

Higher Level

Paper 1: (1 hour) – 40 multiple choice questions (±15 common to SL plus about five more on the core and about 20 more on the AHL).
PSYCHOLOGY

Prerequisites: None

Level: Higher Level and Standard Level

Description: The course focuses on the systematic study of behaviour and experience.

Aims: Psychology is the systematic study of behaviour and mental processes. It has its roots in both the natural and social sciences, which leads to a variety of research designs being described and analysed. IB psychology uses an integrative approach to study the interaction between the biological, cognitive and sociocultural influences on human behaviour, while reflecting on research methodology and ethical considerations.

Core Topics

HL and SL

Levels of Analysis
- The biological level of analysis
- The cognitive level of analysis
- Sociocultural level of analysis

Options (HL-2; SL-1)
- Abnormal psychology
- Psychology of human relationships

Research Methodology (HL and SL)
- Quantitative research methods

HL only
- Qualitative research methods

Assessment

External Examination

Higher Level
- Paper 1- 2 hours 35%
- Paper 2 – 2 hours 25%
- Paper 3 – 1 hour 20%

Standard Level
- Paper 1- 2 hours 50%
- Paper 2 - 1 hour 25%

Internal Assessment

Higher Level 20%
Standard Level 25%

VISUAL ARTS

Prerequisites:
Yr10 Visual Art or Yr10 Art Design are an advantage.

Level: Standard Level and Higher Level

Description:
The course consists of three interrelated areas: communicating visual arts, visual arts in context and visual arts methods. Students are required to investigate these three areas through exploration of theoretical practice, art-making practice and curatorial practice. Art-making practice involves practical exploration and artistic production. Theoretical practice involves evaluating, responding and investigating the work of others and their own in both visual and written form. Curatorial practice involves students developing artistic judgement in presenting and selecting their own work.

Aims:
The aims of the visual arts course are to enable students to:
- Be informed and investigate the wider world of visual arts to understand and appreciate cultural context within which they produce their own work.
- Think critically and experiment with techniques.
- Explore and acquire skills, techniques and processes with a variety of media to develop concepts.
- Understand how a body of artwork can communicate meaning and purpose for different audiences.
- Investigate, understand and apply the processes of selecting work for exhibition and public display.
- Engage in making decisions about the selection of their own work.

Content: This course is designed to equip students with the skills and knowledge needed to explore their potential for personal expression and to be able to compare works from differing cultural contexts. During the first year of the Visual Arts course, students will be introduced to art concepts and techniques looking at a minimum of three art-making forms and participating in exhibition visits. The second year of the course is student-centred with the teacher facilitating the student’s work through independent investigation and the production of a body of work leading to the students final curating of their own exhibition.

Assessment:
- Comparative Study - 20%
- Process Portfolio - 40%
- Exhibition - 40%
IB ONLINE COURSES

In an ongoing effort to offer as wide as possible a range of IB courses available to our students, Concordia facilitates online courses delivered by Pamoja Education.

Concordia will be offering the following subjects online:

- Business and Management HL/SL
- Information and Technology in a Global Society HL/SL
- Philosophy SL only

Course descriptions are available from the IB Diploma coordinator.

Profile for success:
Students who participate in online IB Diploma courses must exhibit a high degree of personal responsibility, meeting assignment deadlines and contacting their online teacher when assistance is needed. They need to be self-disciplined and motivated to succeed in the course. They should have strong reading and writing skills, good problem solving ability, and at least basic computer ability. Organizational and time management skills are especially important for success online, and students need to allocate appropriate time to complete course work; the school schedule will include modules designated for study in this course. Interacting with other members of the online course is an integral part of the experience, and students should be prepared to engage with their teacher and classmates on a timely and frequent basis.

- Participation in online courses will require teacher recommendation.
- The IB Coordinator will serve as liaison between the student, the Pamoja teacher and parents.
WHO TO GO TO FOR ADVICE

Head of Senior School: Mrs Fiona McAuliffe
Assistant Head of Senior School: Mr Clark Roberts-Thomson
SACE Coordinator: Ms Aliki Papapetros
IB Diploma Coordinators:
  Ms Aliki Papapetros
  Ms Louise MacMahon
VET / Careers Coordinator: Mr Robert Gogel
Learning Support Coordinator: Ms Cheryl Jercic
Acting Director of Student Learning: Ms Louise MacMahon
Year 10 Pastoral Leader: Ms Mersina Harpas

Heads of Faculty
Christian Studies: Mr Stewart Kleidon
English (MYP Language A): Mr Christopher Finch
Humanities (Years 11 & 12): Mr Neil Fletcher
Acting LOTE / MYP Language B: Ms Trish Prenzler
Mathematics (Years 11 & 12): Mr Anthony McCusker
Physical Education: Mr David Serotzki
Science: Dr Joanne Rogers

Heads of Department
The Arts
  Art: Ms Jane Robson
  Drama: Ms Emma Williams
  Music: Mr Mathew Noble (Director of Music)
  Ms Bronwyn Elsegood (Assistant Director of Music)

Technology
  Design & Technology: Mr Shane Beitz
  Food Technology: Ms Lyn Schrader
  Media: Mr David Modra

If you are interested in Information Technology, please see Mr Marcus Schmerl.