



# SENIOR SCHOOL CURRICULUM

Year 2011

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A Subject Selection Guide  
for Parents and Students

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*Excelling in Christ*

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## Some commonly used acronyms

SACE	South Australian Certificate of Education
SATAC	S.A. Tertiary Admissions Centre
SVCC	Southern Vales Christian College
TAFE	Tertiary and Further Education
TER	Tertiary Entrance Ranking (new name will be ATAR)
VET	Vocational Education and Training

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# SECTION ONE

## A CHRISTIAN PERSPECTIVE

All human beings have an innate desire for purpose and significance in their lives. Psalm 27:4-5 provides a wonderful promise for students: “Delight yourself in the Lord and He will give you the desires of your heart, Commit your way to the Lord, trust in Him and He will do this...”

Students in Senior School focus on SACE completion and on preparation for tertiary study, good citizenship and fulfilling employment. One of the key questions we encourage our students to explore in senior school is: “What is God’s plan for my life? How can I serve him and his world through my chosen career and through my life generally?” We can be assured God has a plan for our lives (Jeremiah 29:11), but how do we find out what it is? This is a question that takes a lifetime to answer fully, but the Bible clearly tells us that all human beings are called at the very least to stewardship and discipleship.

Stewardship is the great creational task given to all humanity, the task of caring for and developing God’s creation (Genesis 1:27-28). Because of sin, much of the work of stewardship now involves restoration: repairing the damage and solving the problems caused by sin, in all areas of life - in the environment, in the biological world, in culture, in political and civic life, in personal life and relationships.

Discipleship is about growing as a disciple of Jesus, and helping others to become disciples. In the so-called great commission (Matthew 28: 18-20), Jesus tells us (his disciples) to “make disciples of all nations, teaching them to obey everything I have commanded”. Only with Jesus in our lives can we overcome the power of sin, and truly operate as stewards and disciples in our working life and in the general community: loving and serving God, our neighbour, and God’s creation generally.

All work involves caring for and developing God’s creation in some way - whether it is as a carpenter, a teacher, a musician, a hairdresser, an engineer or a pastor. This is more than just taking the opportunity to tell people about Jesus, although that is important. It is about doing the job well, working with integrity and diligence, looking for opportunities to improve work practices and deliver better services and products. It is about being creative and caring in all that we do. It is about acting justly, loving mercy and walking humbly with God. (Micah 6:8)

What, ultimately, is the point of all this stewardship and discipleship? God may have a plan for each of our lives, but what plan does he have for the world? Simple: the Kingdom. The message of the Kingdom is the central focus of Jesus’ ministry: the fact that it is coming, what it is like, how we are to live now so that we are ready for it when it comes. It is the bringing to fruition of all God’s work in creation throughout history: the final destruction of sin and evil, a new heaven and earth, the triumphant return of Christ.

In a very real sense, looking towards the Kingdom is the focus of all teaching and learning at Southern Vales Christian College. In each of our subjects we are exploring different parts of God’s creation, developing our skills and understanding, and looking for ways to solve problems and make things better in these areas. As our students go out into the world of further study and work, we hope they will carry this Kingdom-vision with them: to make a difference in the world and contribute to the building of God’s Kingdom.

# SECTION TWO

## SVCC SENIOR SCHOOL STAFF

Principal	Andrew Clayton
Deputy Principal / Head of Senior School	Sandra Scott
Head of Aldinga Campus	Ian Bartsch
SACE / Senior School Coordinator	Chris Snape
Aldinga Senior School Coordinator	Clynton (Bill) Stapleton
VET Coordinator	David Warman
Resource Centre Manager	Rebekah Cook
Year 12 Team Leader	John Jansen
Arts Faculty (Visual Arts, Drama, Music)	Michelle West, Tarina Revink, Paul Kay
Christian Studies Faculty	Sue Chapman, Ian Bartsch, John Jansen, Tarina Revink, Clynton Stapleton
Design and Technology Faculty	Chris Russell, Bill Megaritis
English Faculty	Gerry Worden, Chris Snape, Sarah McDonald, Paul Kay
Home Economics / Phys Ed Faculty	Sue Chapman, David Warman, Bev Blacket
Information Technology Faculty	Steve Blucher
LOTE (Spanish) Faculty	Rebecca Milne
Maths Faculty	Paul Moran, John Jansen, Clynton Stapleton
PLP (Personal Learning Plan)	Sue Chapman, Gerry Worden
Research Project	Ian Bartsch
Science Faculty	Clynton Stapleton, Adam Deptula
SOSE Faculty (History / Geography)	Ian Bartsch, Chris Snape, Sandra Scott, Adam Deptula
VET Certificate teachers	Steve Blucher (Media and IT), Virginia Dolphin (Hospitality), Heidi Scriven (Aquaculture and Land Management)

# SECTION THREE

## THE NEW SACE

### What is the new 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).

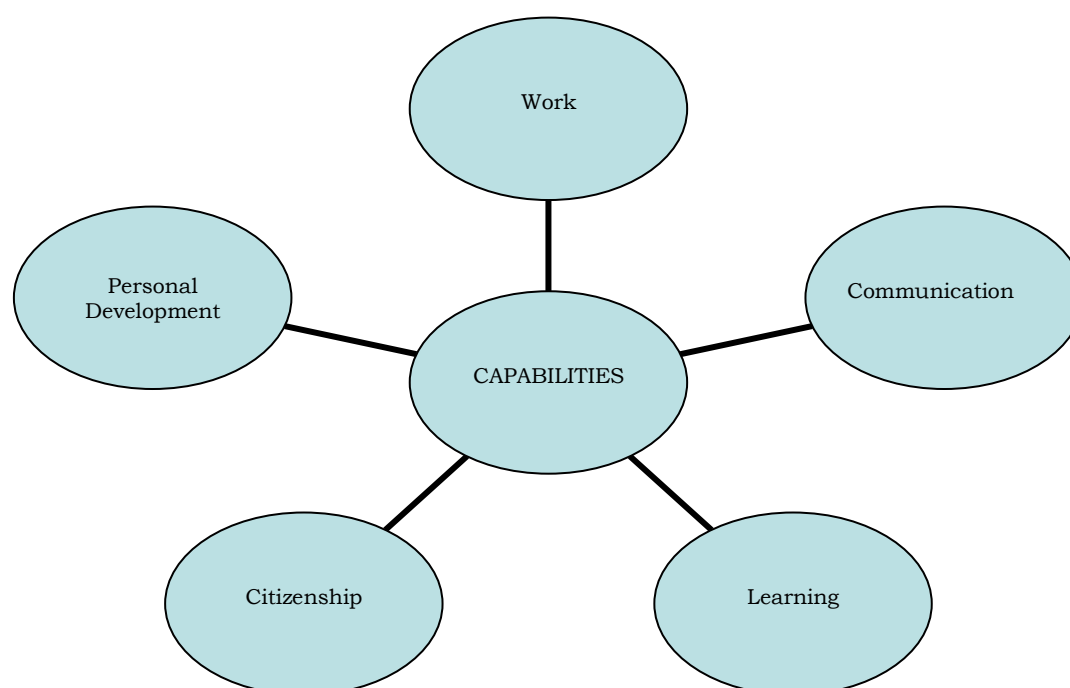
The SACE has been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The new SACE will build upon the achievements of the past and help students develop the skills and knowledge needed to succeed – whether 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). Students will be able to study a wide range of subjects and courses as part of the SACE.

### Capabilities in the New SACE

The new SACE involves five capabilities which all students develop as they complete their SACE. The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.

The capabilities are:



## **Who will be affected?**

The new SACE began in 2009 with the introduction of a compulsory subject called the Personal Learning Plan to the Year 10 course. The SACE then continues through Year 11 and Year 12, with the first group of students graduating with the new SACE qualification in 2011.

Students in Year 10 in 2009 were the first to undertake the new SACE. Students in Year 12 in 2010 will be the last students to gain the 'Old SACE'.

## **What are some of the features of the new SACE?**

- Students can receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- Students will be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- All Stage 1 and 2 SACE subjects will be graded from A to E (rather than just Satisfactory or Recorded Achievement)
- Five capabilities will be the central focus of the NEW SACE and students will be expected to demonstrate knowledge, understanding and skills. They are Communication, Citizenship, Personal Development, Work and Learning
- All stage 2 subjects will have 30% external assessment. This will be done in various ways, including exams, practical performances and presentations.
- External moderators will check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

## **The requirements to achieve the new SACE**

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

Some elements of the new SACE are compulsory. These are:

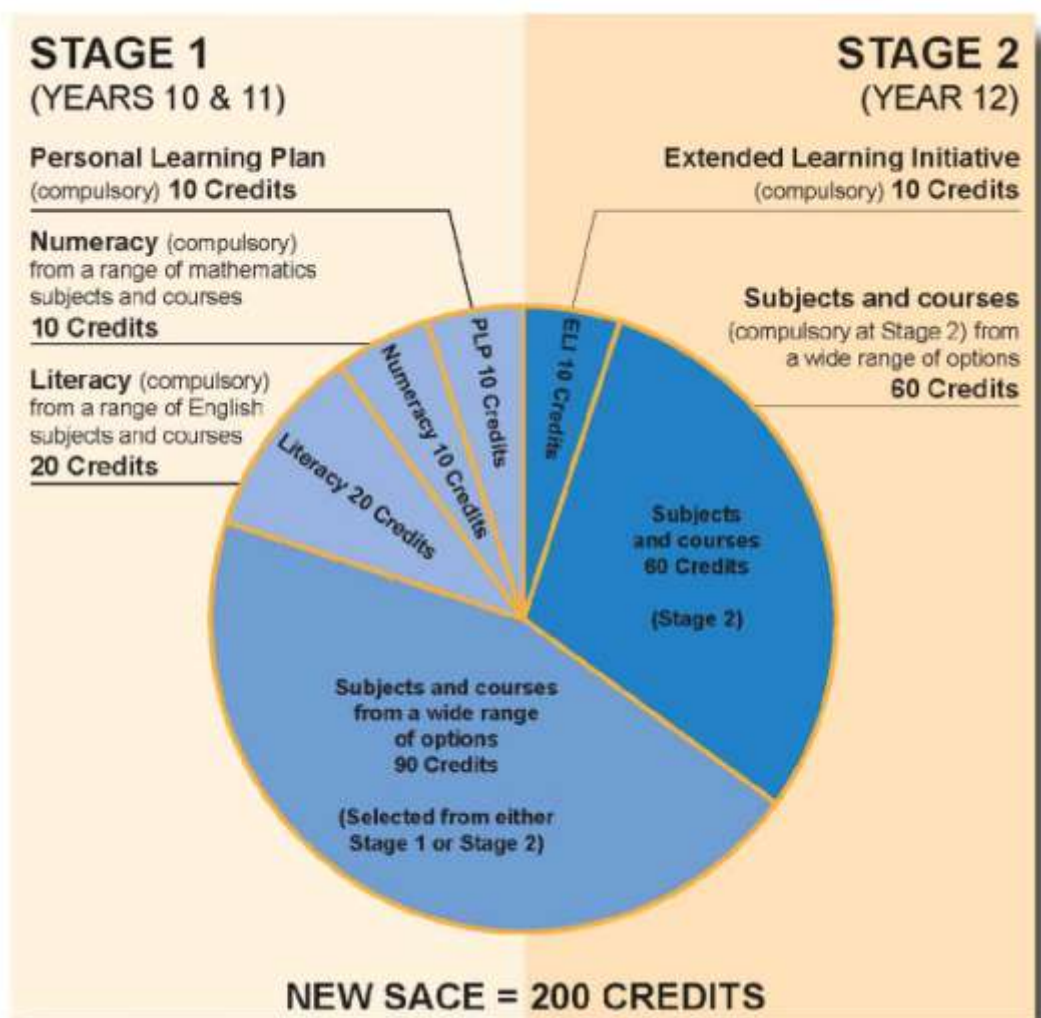
- Satisfactory completion of a Personal Learning Plan (undertaken in Yr 10), worth 10 credits
- Satisfactory completion of Stage 1 English (or equivalent subject), worth 20 credits
- Satisfactory completion of at least one semester of Stage 1 Mathematics (or equivalent subject), worth 10 credits
- Satisfactory completion of the Research Project at Stage 2, worth 10 credits
- Satisfactory completion of at least 60 additional credits (3 full year subjects or equivalent) in Stage 2 subjects and courses.

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

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 can include subjects and courses from either Stage 1 or Stage 2, VET and TAFE certificate courses and Community Learning.

## The NEW SACE structure

NOTE - IN THE DIAGRAM BELOW THE "RESEARCH PROJECT" is referred to as the "EXTENDED LEARNING INITIATIVE". The name was recently changed.



### Assessment in the New SACE

All SACE subjects will have performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject. School-based assessments and external assessments will be marked with reference to the performance standards.

### VET in the new SACE

The SSABSA-VET subjects of the 'old SACE' will no longer exist. Hence, Broadcasting and Multimedia (VET) will be replaced at SVCC with Certificate 11 in Creative Industries (Media – VET) and Information Technology (VET) will be replaced by Certificate 1, 11 or 111 in Information Technology (VET).

There are fewer restrictions on VET pathways in the New SACE. For example, students can use VET courses for up to 90 credits towards their SACE. As before, 50 nominal hours of study towards a VET certificate will equate to 10 SACE credits (one unit).

## School Leaving Age

In January 2009 the Government raised the school leaving age to 17 in recognition that early school leavers are disadvantaged in the tertiary and employment sectors. Students need to be studying full-time at school OR in a school-approved alternative (eg TAFE, part time employment, traineeship or apprenticeship). The NEW SACE flexibility makes it possible for every student in South Australia to gain their SACE.

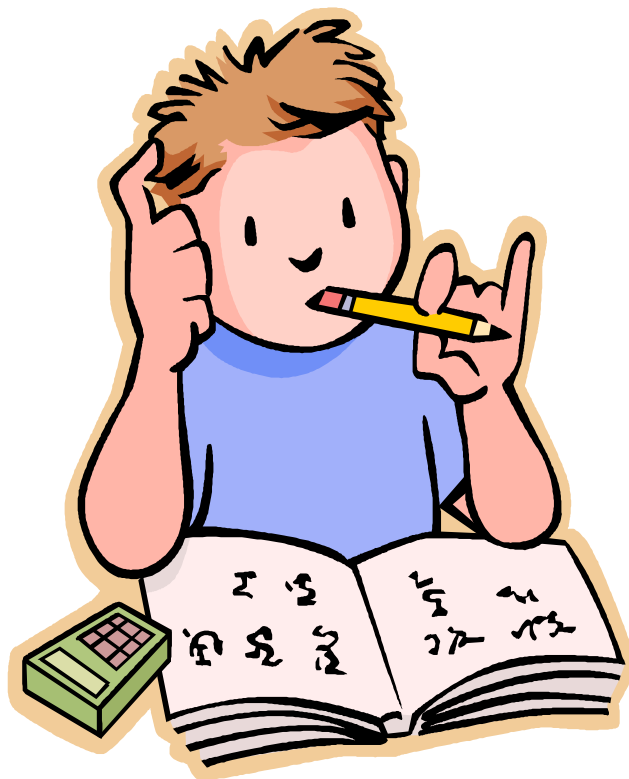
## Transition: Current SACE to new SACE

No student will be disadvantaged by the transition from the current SACE to the new SACE. Any subject or course that a student successfully completes, whether part of the current or new SACE, can be counted towards the certificate. Generally, one unit of current SACE studies will be considered equal to 10 credits of new SACE studies and vice versa.

Most subjects available in the current SACE will continue to be offered in the new SACE. There may be minor changes to subject content because of the inclusion of new requirements, such as A-E grading in every subject in both Stage 1 and Stage 2, and 30 per cent Stage 2 external assessment.

## Further Information is available

SSABSA has been replaced by the SACE BOARD of SA. A great deal of information about the new SACE is provided on the SACE BOARD website [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au) Please have a look!



# SECTION FOUR

## CHOOSING YOUR SACE SUBJECTS

SACE subjects need to be chosen with Career Pathways in mind. At the very least, subject choices need to be made that do not close off tertiary study options in the future. Deciding on senior subjects without thinking ahead can lead to major problems when students try to change SACE subjects, eg: picking up or dropping a subject. Students need to make use of as many resources as possible to help them determine suitable pathways.

It is possible to gain SACE recognition for vocational training packages that have been successfully completed through TAFE or any other recognised training organisation. Students who successfully complete such training have the opportunity to gain formal recognition of this training towards their SACE studies.

It is also possible that other learning taking place out of school may be used to gain SACE recognition. The criteria to make this possible depend on whether the learning experience can be matched against the learning outcomes in any of the SACE BOARD curriculum statements.

Gaining a place in tertiary courses at both university and TAFE can be very competitive. For this reason, our expectations of senior school students are unashamedly high. ‘Challenging but achievable’ courses are our goal for each student. ‘Excellence in Christ’ is the College motto.

From 2011, Year 12 students will require four Stage 2 subjects (not the current five) in order to gain a Tertiary Entrance Ranking (TER). The Research Project, which is compulsory, will be counted as half a TER subject. If your Research Project result is better than your result for a Stage 2 subject, it can be used for the TER calculation. See the SATAC Guide for further details on this – it sounds more complicated than it is!

### **Expectations of senior secondary students**

By Senior School (Years 10-12), students are expected to be:

- personally involved in choosing the courses that suit them best
- much more self-reliant and organised with their time
- active participants in the learning process
- responsible for their own learning and training
- able to work individually and cooperatively in and beyond school
- doing much more home study - a minimum of 15-20 hours per week, and more closer to exams
- pursuing their own special interests and abilities within and beyond the school context
- accepting roles as school leaders, peer mentors and / or responsible citizens.
- balancing their priorities so that education is very high on the list. (It is recommended that full time senior school students do no more than 8-10 hours paid work per week.)

## How to choose your subjects ...

Take time to consider all the options. Students should ask the following questions:

- What subjects interest me?
- What subjects am I good at?
- What subjects are compulsory to complete my SACE ?
- What subjects are prerequisites or assumed knowledge for further study I may wish to undertake?
- If I am planning on going to university or TAFE, what are the criteria for gaining a place in the course I wish to take?
- What are the likely TER requirements?

In most cases, the best subjects to take are the ones you like the most. In these subjects you are more likely to do well and therefore get higher marks. High levels of motivation, determination and resilience are other indicators of success.

Use these rules when choosing subjects:

- **ability**- choose subjects you are good at
- **interest**- choose subjects you enjoy
- **motivation**- choose subjects you really want to excel in.
- **prayer** – consider God’s call on your life
- **discussion** – ask parents, friends and teachers what they think

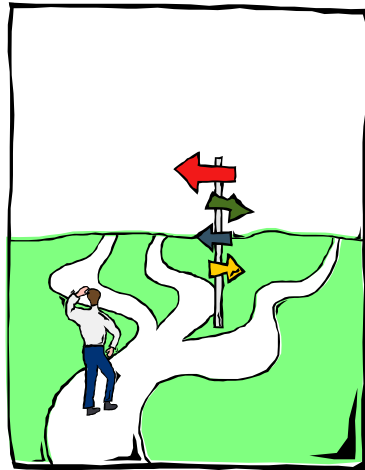
## How NOT to choose your subjects ...

Students should not choose a subject because:

- *Your friends are taking it.* Your friends have different abilities, interests and motivations from you.
- *Your favourite teacher is teaching it.* Teachers can change classes or schools.
- *You’ve heard that it’s an easy subject.* No senior subjects are ‘easy’ for students who want to achieve high grades and personal excellence.
- *Boys/girls don’t do that subject.* There are no separate subjects for boys and girls. If you are interested in a subject, then you should do it for yourself. (even if you are the only boy/girl in that particular class)
- *You need to do it even though you hate it.* If you need to do a subject to get into a particular course at university, there will be a lot of that subject within the university course. Why spend a lot of years studying something you don’t enjoy to try for a job you might not get and would probably dislike anyway.

# SECTION FIVE

## PATHWAYS BEYOND SCHOOL



### What are the major pathway options?

**TAFE** (see list of courses available in the SATAC TAFE Guide or go to the TAFE website)

- TAFE stands for Technical and Further Education
- Some colleges specialise in certain areas, eg: Regency's Hospitality focus
- Courses combine practical and theoretical training
- TAFE offers certificate courses, diplomas and advanced diplomas
- TAFE is the largest training institution in SA (over 1200 courses)
- Many courses have a minimum entry requirement and are highly competitive.

**UNIVERSITY** (see list of courses available in the SATAC University Guide or go to the university websites)

- There are three public universities in SA - Adelaide, Flinders and Uni SA – as well as Tabor Adelaide, an independent Christian university.
- Universities offer associate Diplomas, Diplomas and Degrees
- Minimum requirement - Year 12 SACE with appropriate subjects and a competitive TER. Some courses have specific pre-requisites.
- Enrolment in interstate universities is also possible.

### PRIVATE TRAINING INSTITUTIONS

- There are many in SA, some very good, some very expensive and they usually offer short-term courses
- Enrolment by application to individual institutions is required.

## STRAIGHT INTO EMPLOYMENT OR OTHER OPTIONS

- A small number of students proceed straight into the workforce.
- Some choose to travel, undertake voluntary work or community service, or continue in part time unskilled employment while considering their options for further study.

Recognition of prior learning is now common-place. There exists between SCHOOL/TAFE and TAFE/UNIVERSITY transfer arrangements where students do not have to repeat some work already done in their SACE or at TAFE.



So make sure you fully research ALL your options!

And most importantly:

*“Trust in the Lord with all your heart,  
And lean not on your own understanding;  
In all your ways acknowledge Him,  
And He shall direct your paths”*

# SECTION SIX

## FAMILY EXPECTATIONS

The following questions may help families identify their expectations of themselves and their SACE student. Each member of the family should do this individually, and then share with the others.

### Parental expectations

How well does each parent expect their child to do, with respect to:

- marks?
- attitude?
- entrance to further courses?
- improvement over previous exams?
- amount of study

What minimum duties will be expected of their student:

- normal class times?
- during exam periods?
- what is considered maximum study/work without recreation?

How is each family member expected to support the SACE student during critical periods, eg: exams/assignments:

- have younger members been briefed?
- has there been an explanation of how to construct 'non-interruption' periods for the student?
- Has either parent discussed career options with their student?
- Has each parent had opportunity to express their love and concern for their student and to have fun with them?

### Student expectations

What are my expectations of a healthy balance between school work/study/duties/recreational/church and social activities?

Have I checked my study timetable with mum and dad? Do I have a systematic approach to study?

What basic ground rules will I have during critical times? eg: about things to stop (eg: TV) and essentials (eg: weekly youth group)

Have I explained what I find difficult about doing the SACE subject areas? concentrating? sibling's interruption? lack of career choice?/direction for post-SACE?

Have I talked about career options with teachers at school? Have I researched widely about career and pathway options?

### Family expectations and practice

Will we all seek Biblical guidance and direction from the Holy Spirit in handling our difficulties? If we do, then we will not only grow in knowledge, but also in wisdom.

**Read:** Proverbs 2:1-9, and comment on how the fear of the Lord, knowledge and wisdom are related.

**Pray** about this after reading together Proverbs 3:5-6.

# SECTION SEVEN

## YEAR 10

Students enter the Senior School at Year 10. They come ready or not for the challenges that lie ahead. They are becoming young adults. Many are looking forward to gaining Driver's Licenses and others are wondering just which life pathway they will go down. Relationships and family are very important to them. The learning and personal development which occurred in Primary and Middle School has been foundational for their Senior School years. These students are all unique – with different character traits and personalities, a wide range of abilities and interests, and varying understandings of just how much God loves and sustains them.

Southern Vales Christian College desires to nurture each of these young people through Senior School so that they may set out with confidence, skills, knowledge and qualifications into life beyond school. Most of all, we desire that our students grow in the grace and knowledge of the Lord Jesus Christ, and that they become servant leaders wherever God plants them.

### Year 10 Curriculum Structure

LEARNING AREA	LESSONS PER WEEK
English	5
Mathematics – choose one of ... <ul style="list-style-type: none"><li>• Maths Studies (leads to any Maths courses at Year 11 and 12)</li><li>• Maths Applications (leads to Maths Applications at Year 11 and 12 level)</li></ul>	5
Science	4
Christian Studies Assembly / Worship	3
Studies of Society and Environment (SOSE) <ul style="list-style-type: none"><li>• History (one semester)</li><li>• Geography (one semester)</li></ul>	4
Physical Education	2
Personal Learning Plan (SACE subject) – includes Work Education and Health units (see below)	4
Options - two per semester... Which may include Technology, Music, Drama, Art, Spanish, Multimedia, Home Economics, VET Hospitality, VET IT, VET Aquaculture and Land Management	8

<b>Personal Learning Plan (PLP)</b>			
<b>Subjects</b>	Personal Learning Plan (Stage 1)	<b>Credits</b>	10
<b>Learning Area</b>	Cross-disciplinary		
<b>Capabilities</b>	Work, Learning, Personal Development, Citizenship, Communication		
<b>Christian Perspective</b>	Jeremiah 19:11 For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.		

The PLP helps students plan for their future by:

- helping them to make informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school
- reviewing their strengths and weaknesses, specifically in literacy, numeracy and information and communication technology (ICT) skills
- investigating possible career choices and ideas for community service
- considering how best to prepare for their career options and other goals.

At Southern Vales Christian College students will normally complete the Personal Learning Plan in Year 10. All Year 10's will have four lessons per week for PLP, Work Education and Health Education.

Students must achieve a C grade or better to successfully complete the PLP. They will have opportunities to add further evidence of learning at any stage during their SACE studies.

The PLP is based on the premise that when students are able to develop and refine a sense of purpose, and a sense of 'knowing where they want to go', they are more likely to engage in learning and therefore to be successful in their senior years of school and beyond. Christians believe that God reveals His perfect plans and purposes through His Word and by other means to people who listen to Him. In Christ, human identity is found - I am worthy because I am created in the image of God and loved by Him. In Christ, life has meaning and eternal significance.

### **Content**

The content includes:

- **capabilities**
- **specific content**

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the Personal Learning Plan and are incorporated in the assessment of the subject.

## Specific Content and Assessment of the Personal Learning Plan at SVCC

<b>Topic</b>	<b>Activities include ...</b>	<b>Assessment</b>
1. Personal Audit and Improvement Strategy Plan	Self identification of personality type, character qualities, strengths and weaknesses. Identification and analysis of learning styles (eg VARK), Habits of mind, Gardner's multiple intelligences, Blooms Taxonomy, Thinking and research skills.	'Who am I' and Improvement Strategy Action Plan  Resume
2. World of Work	Attendance at Careers Expo, Work Experience, OHSW training, Researching career options.	Work Experience Supervisor's Report, Journal and Reflection Task
3. Community Service	Students own choice of volunteer work in the community	Powerpoint presentation  Reflection Task
4. Health and Well-being	Guest Speakers and Workshops eg Eat Well Be Active, Be Cool Be Safe, Genesis CDO program (Choices, Decisions and Outcomes)  Resilience and Coping Strategies	Group interactive presentation on a chosen aspect of health and well-being.  Successful participation in Kangaroo Island Survival Camp
5. Goal Setting	Attendance at SACE Information Evening. SACE subject selection process.	Round Table Interview regarding subject selection and career pathways – preparation and participation.

### Assessment

Assessment is school-based. Teachers design assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP. Teachers use performance standards to decide how well each student has demonstrated his or her learning, based on the evidence provided through the set of assessments.

### Performance Standards

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

# SECTION EIGHT

## SACE SUBJECT INFORMATION

In the NEW SACE there is no ‘group’ requirement. Students no longer need a certain combination of arts / humanities and science / technology subjects.

University entry requirements will be the equivalent of four Stage 2 subjects (not 5 as in the ‘old’ SACE). The Research Project is a compulsory subject and must be successfully completed. The Research Project Version B can be counted towards university entry.

Subjects that cannot be counted towards university entry are Community Studies, VET certificate courses and Research Project version A.

STAGE 1 SUBJECTS	STAGE 2 SUBJECTS
Biology	Biology
Chemistry	Chemistry
Community Studies (negotiated contracts)	Child Studies
Creative Arts (new integrated Arts subject)	Community Studies (negotiated contracts)
Design and Technology - Material Products (Furniture)	Creative Arts (new integrated Arts subject)
Design and Technology - Material Products (Metal)	Design and Technology - Material Products (Furniture)
Design and Technology – Communication Products (3D design/animation)	Design and Technology - Material Products (Metal)
Drama	Design and Technology – Communication Products (3D design/animation OR web design)
English (or Literacy for Work and the Community)	Drama
Food and Hospitality	English Communications
Geography	English Studies
History	Food and Hospitality
Information Processing and Publishing	Geography
Information Technology – Cert 2 VET	History
Mathematical Applications	Information Processing and Publishing
Mathematical Studies	Information Technology – Cert 2 VET
Mathematics Pathways	Mathematical Applications
Media – Cert 2 VET	Mathematical Studies
Music (negotiated units)	Media – Cert 2 VET
Physical Education	Music (negotiated units)
Physics	Physical Education
Spanish	Physics
Specialist Mathematics	Spanish
Studies in Religion (Christian Studies)	Specialist Mathematics
Visual Arts – Art or Design	Visual Arts – Art or Design
Workplace Practices	Workplace Practices

### VET CERTIFICATE COURSES

Creative industries (Media) Certificate 11

Information Technology Certificates 1, 11 and 111

### RESEARCH PROJECT - COMPULSORY

**Note that subjects may not proceed if there are insufficient numbers to make the class viable.**

## SACE Subjects at Aldinga campus in 2011

Stage 1 – Year 11 (NEW SACE)	Stage 2 – Year 12
Christian Studies (Religion Studies)	Christian Studies (Religion Studies)
Community Studies	Community Studies
English (or Literacy for Work and the Community)	English Communications
Mathematical Applications	Mathematical Applications
Mathematics Pathways (if required)	Mathematical Studies
Mathematical Studies	

Aldinga campus had its first Year 12 graduates in 2010. A particular mention must be made of Dimity McGowan, Nikita Zilm and Stewart Price, who were the first students to complete their education from Reception to Year 12 at the Aldinga campus!

The subjects listed above will be taught at Aldinga campus (2 days per week) and students will join classes at Morphett Vale for their other subjects (3 days per week). The senior secondary section and subjects offered at the Aldinga campus will grow each year as student numbers increase. In the interim, free bus transport will be provided to and from the Morphett Vale campus for subjects not yet offered at the Aldinga campus.

### SACE Subjects 2010

The following pages contain curriculum and assessment summaries (in alphabetical order) of each subject offered in 2011. Students need to choose carefully according to their ability, interests and career goals.

#### **Pre-requisites**

Normally students will need to show competence in a subject before being allowed to enrol in that subject at a higher grade level.

Occasionally there are exceptions. Sometimes students are allowed to enrol in subjects they have not done the previous year – for example, if they have demonstrated an ability to learn very quickly, have highly disciplined study habits or can show evidence of equivalent competency / talent. For the same reasons, some year 11 students are invited to study Year 12 subjects.

Conversely, there are occasions when Year 12 students will study Year 11 subjects that they missed doing or didn't pass.

#### **Bring to Subject Selection Meeting**

- Your most recent school report.
- Any other evidence of prior learning that you think will be important.
- Information about university or TAFE courses that you are interested in doing.
- Any other information that you think will assist with your subject selection choices.

***As a PLP requirement, Year 10 students will be assessed on their preparation for and participation in the subject selection meeting.***

<b>Biology</b>			
<b>Subjects</b>	Biology (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Biology (Stage 2)	<b>Credits</b>	20 (full year)
<b>Learning Area</b>	Sciences		
<b>Focus Capabilities</b>	Communication and Learning		
<b>Christian perspective</b>	Psalm 19:1 The heavens tell of the glory of God and the firmament proclaims his handiwork.		

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.

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.

## **Stage 1 Biology**

Stage 1 Biology can be studied as a 10-credit subject or a 20-credit subject.

### **Content**

Examples of areas of study include.

- Cellular Biology
- Physiology
- Ecology

### **Assessment**

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

Investigations Folio
Skills and Applications Tasks

## Stage 2 Biology

Stage 2 Biology is a 20-credit subject.

### 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:

<i>School-based Assessment</i>	<i>Weighting</i>
Investigations Folio	40%
Skills and Applications Tasks	30%
<i>External Assessment</i>	
Examination	30%

### Information on the External Assessment

#### Examination (3 hours)

The examination consists of:

- Multiple-choice questions
- Short-answer questions
- Extended response questions (two)

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

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

<b>Chemistry</b>			
<b>Subjects</b>	Chemistry (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Chemistry (Stage 2)	<b>Credits</b>	20 (full year)
<b>Learning Area</b>	Sciences		
<b>Focus capabilities</b>	Communication and Learning		
<b>Christian perspective</b>	Psalm 19:1 The heavens tell of the glory of God and the firmament proclaims his handiwork.		

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.

## Stage 1 Chemistry

Stage 1 Chemistry can be studied as a 10-credit subject or a 20-credit subject.

### Content

The design and content of the program is determined at the school level. Examples of areas of learning and topics include:

<i>Area of Study</i>	<i>Topics</i>
Matter	particles physical properties
Reactions	chemical changes equations
Carbon Chemistry	hydrocarbons organic nomenclature
Chemical Calculations	mole concept significant figures
Skills	experimental design graphing

## Assessment

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

Investigations Folio
Skills and Applications Tasks

## Stage 2 Chemistry

Stage 2 Chemistry is a 20-credit subject.

### 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:

<i>School-based Assessment</i>	<i>Weighting</i>
Investigations Folio	40%
Skills and Applications Tasks	30%
<i>External Assessment</i>	
Examination	30%

### Information on the External Assessment

#### Examination (3 hours)

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

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

<b>Child Studies</b>			
	Child Studies (Stage 2)	<b>Credits</b>	10 (half year) 20 (full year)
<b>Learning Area</b>	Health and Physical Education		
<b>Christian Perspective</b>	'Fearfully and wonderfully made" (Psalm 139)		

Stage 2 Child Studies focuses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management, and practical skills.

### **Content**

Students study topics within one or more of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Practical and Legal Influences
- Socio-cultural Influences
- Technological Influences

A 10-credit subject includes two or three areas of study. A 20-credit subject includes all five areas of study.

### **Assessment**

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

<i>School-based Assessment</i>	<i>Weighting</i>
Practical Activity	50%
Group Activity	20%
<i>External Assessment</i>	
Investigation	30%

### **Information on the External Assessment – The Investigation**

The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject, and 1000 words for the 10-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.

## Community Studies

<b>Subjects</b>	Community Studies (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Community Studies (Stage 2)	<b>Credits</b>	10 (half year) 20 (full year)
<b>Learning Area</b>	Cross-disciplinary		
<b>Focus Capabilities</b>	Communication and citizenship		
<b>Christian Perspective</b>	We are God's workmanship, created in Christ Jesus to do good works. (Ephesians 2:10)		

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.

### Stage 1 Community Studies

Students prepare a contract of work to develop a community activity from any of 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**

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

Contract of Work
Folio
Community Activity
Reflection

## Stage 2 Community Studies

Stage 2 Community Studies can be studied as a 10-credit subject or a 20-credit subject in one or more of the ten areas of study.

### 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:

<i>School-based Assessment</i>
Contract of Work
Folio
Presentation
<i>External Assessment</i>
Reflection

### Information on the External Assessment – The 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. The teacher and the external assessor make a decision about the quality of the critical reflection with reference to the performance standards

## Creative Arts – New subject in 2011

<b>Subjects</b>	Creative Arts: Specialist Studies in Art, Craft or Design (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Creative Arts: Specialist Studies in Art, Craft or Design (Stage 2)	<b>Credits</b>	10 (half year) 20 (full year)
<b>Learning Area</b>	Arts		
<b>Focus Capabilities</b>	Communication, learning, and personal development		
<b>Christian Perspective</b>	God created people in His image, and as God's image-bearers we are creative, imaginative and innovative. Artistic gifts and talents are given to enrich the whole community and to bring glory to God.		
<b>Pre-requisites</b>	Evidence of good worth ethic, self-motivation		
<b>Further Information</b>	Mrs Michelle West		

Creative Arts is a new integrated arts subject offered in the NEW SACE. This subject encourages that students spend time with a practitioner within their area of specialization. It would be ideal for students who are already involved with the arts (or wish to be) outside of school or who are planning for a future career in an arts area. Students may be able to tap into short courses at WEA as part of their skill development and networking with practitioners. WEA courses normally run for 4-6 weeks and are usually out of school hours.

Types of specializations include advertising, book illustration, ceramics, computer art, costume design, decorative painting, digital photography, environmental design, face painting / makeup artist, fashion design, graphic design, interior design, jewelry, murals, painting, pattern making, planning exhibitions, printmaking, product design, public art, publications, publishing designs in magazines, scale models, sculpture, setting up a craft / art business, sewing / fabric craft, sign writing, stage theatre props, textile design, etc.

Visual Art, Craft and Design practitioners fulfill a diversity of roles such as Animators, Architects Artists, Costume Designers, Craftsperson's, Curators, Designers, Event Managers, Fashion Designers, Garden/Landscape Designers, Graphic Designers, , Illustrators, Interior Decorators, Make-up Artists, Photographers, Prop Makers, Sculptors, Set Designers, Storyboard Artists, Sign writers and Teachers.

Students may choose Creative Arts if Visual Arts does not suit their goals or talents. Students may also choose both Creative Arts and Visual Arts as a double Arts major if they wish.

## Stage 1 Creative Arts

Stage 1 Creative Arts can be studied as a 10-credit subject or a 20-credit subject.

### Content

For a 10-credit or 20-credit students complete tasks in the following areas of study:

- Creative Arts Process
- Development and Production
- ***Core Concepts in Arts Disciplines***
- Creative Arts in Practice.

### Assessment

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

Product
Folio

## Stage 2 Creative Arts

Stage 2 Creative Arts can be studied as a 10-credit subject or a 20-credit subject.

### Content

For a 10-credit or 20-credit subject students complete tasks in the following areas of study:

- Creative Arts Process
- Development and Production
- **Concepts in Creative Arts Disciplines**
- Creative Arts in Practice.

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Product	50%
Investigation	20%
<i>External Assessment</i>	
Practical Skills	30%

### Information on the External Assessment

#### Practical Skills

Students conduct a focused exploration and application of skills appropriate to their preferred area of the creative arts.

For a 10-credit subject, the practical skills and evaluation should include documentation that includes up to a maximum of six pieces of evidence that best illustrate the key phases of skills development. The evaluation should be up to a maximum of 1000 words if written, or up to six minutes for an oral recorded communication.

For a 20-credit subject, the practical skills and evaluation should include documentation that includes up to a maximum of twelve pieces of evidence that best illustrate the key phases of skills development. The evaluation should be up to a maximum of 2000 words if written, or up to twelve minutes for an oral recorded communication.

The practical skills 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 practical skills and evaluation with reference to the performance standards.

## Design and Technology – Communication Products (New subject in 2011)

<b>Subjects</b>	Communication Products (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Communication Products (Stage 2)	<b>Credits</b>	20 (full year)
<b>Learning Area</b>	Business, Enterprise and Technology		
<b>Focus capabilities</b>	Learning, Personal Development, Work.		
<b>Christian Perspective</b>	Since creation, God has enabled people to create and use technology for their advantage and pleasure. Technology skills are to be used creatively, ethically and responsibly, in order to enhance human life and meet people's needs.		

Students apply their knowledge and understanding of technological concepts to the investigation, analysis, development and communication of ideas for product or systems design, production and evaluation. This involves a model of learning that incorporates knowledge, skills, design principles and production techniques in problem-solving contexts.

The likely context for Communication Products at Stage 1 and Stage 2 in 2011 will be 3D design and animation.

### Stage 1 Communication Products

#### Content

Stage 1 Communication Products is organised into the following focus areas / contexts:

- Graphics
- Multimedia
- Photography
- Sound
- Web Design
- 3D Animation and Design

The likely context for Communication Products in 2011 will be 3D Animation and Design.

#### Assessment

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

Folio
Skills and Applications Tasks
Project

## Stage 2 Communication Products

### Content

Stage 2 Communication Products is organised into the following focus areas / contexts:

- Graphics
- Multimedia
- Photography
- Sound
- Web Design
- 3D Animation and Design

The likely context for Communication Products in 2011 will be 3D Animation and Design.

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Skills and Applications Tasks	50%
Product	20%
<i>External Assessment</i>	
Folio	30%

### Information on the External Assessment

#### Folio

Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:

- Part 1: Product Design (Documentation and Analysis)
- Part 2: Product Evaluation

## Design and Technology – Material Products

<b>Subjects</b>	Material Products - Metal (Stage 1)	<b>Credits</b>	10 (half year)
	Material Products – Wood (Stage 1)		20 (full year)
	Material Products - Metal (Stage 2)	<b>Credits</b>	10 (half year)
	Material Products – Wood (Stage 2)		20 (full year)
<b>Learning Area</b>	Business, Enterprise and Technology		
<b>Focus Capabilities</b>	Personal Development, Work and Learning		
<b>Christian Perspective</b>	Whatever you do, work at it with all your heart, as working for the Lord, not for men. (Colossians 3:23)		

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

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

### Stage 1 Material Products

#### Content

##### *Material Products – Metal (10 or 20 credits)*

This subject is practically based and emphasizes the development of skills and understanding in investigating, planning and making technological products. It focuses on welding, fabricating, fitting and machining. Students work to a design brief with some constraints. Students negotiate a major project to be designed and constructed with most assessment tasks being met by the learning experiences it provides.

##### *Material Products – Wood (10 or 20 credits)*

This subject is practically based and emphasizes the development of skills and understanding in investigating, planning and making technological products. It focuses on carcass and/or frame construction, utilizing traditional and contemporary techniques. Wood-turning may also be included. Students work to a design brief with some constraints. Students negotiate a major furniture

project to be designed and constructed with most assessment tasks being met by the learning experiences it provides.

### **Assessment**

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

	<i>Weighting</i>
Skills and Applications Tasks	20%
Folio	20%
Product	60%

## **Stage 2 Material Products**

### *Material Products – Metal (10 or 20 credits)*

A range of welding, fabricating, fitting and machining skills and techniques will be incorporated to a more advanced level than in Stage 1. Using the design process and working to a design brief with some constraints, students negotiate a major project to be designed, constructed and evaluated. Most assessment tasks will be met by the learning experiences it provides.

### *Material Products – Wood (10 or 20 credits)*

A range of traditional and contemporary construction skills and techniques will be incorporated to a more advanced level than in Stage 1. Using the design process and working to a design brief with some constraints, students negotiate a major project to be designed, constructed and evaluated. Most assessment tasks will be met by the learning experiences it provides.

### **Assessment**

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

<i>School-based Assessment 70%</i>	<i>Weighting</i>
Skills and Applications Tasks	20%
Product	50%
<i>External Assessment 30%</i>	
Folio	30%

## Information on the External Assessment

### Folio

Students produce a product design folio, which contains documentation of their investigation, and planning and evaluation for their product.

The Folio consists of two parts:

- Part 1: Documentation and Analysis of the Design Process
- Part 2: Evaluation of the Realised Product

#### *Documentation and Analysis of the Design Process*

- For a 10-credit and a 20-credit subject, students document investigation and planning skills.
- For a 20-credit subject *only* — when documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

#### *Evaluation of the Realised Product*

- For a 10-credit subject, students provide up to 8 pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluating. The evidence should include up to a maximum of 800 words or 5 minutes of recorded oral explanation, analysis and evaluation.
- For a 20-credit subject, students provide up to 15 pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include up to a maximum of 1600 words or 10 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.

For equity reasons, all students should submit their product design folio evidence either in an A4 folder, or on CD or DVD, or by other electronic means conducive to external assessment.

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

A copy of all student assessments must be kept at the school for moderation purposes.

<b>Drama</b>			
<b>Subjects</b>	Drama (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Drama (Stage 2)	<b>Credits</b>	10 (half year) 20 (full year)
<b>Learning Area</b>	Arts		
<b>Focus Capabilities</b>	Communication, Citizenship, Personal Development and Learning		
<b>Christian Perspective</b>	Artistic gifts are given by God to enrich the whole community.		

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.

### **Stage 1 Drama**

Stage 1 Drama can be studied as a 10-credit subject or a 20-credit subject.

#### **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 is school based. Students demonstrate evidence of their learning through the following assessments:

Performance
Folio
Investigation and Presentation

## Stage 2 Drama

Stage 2 Drama can be studied as a 10-credit subject or a 20-credit subject.

### Content

Stage 2 Drama consists of the following four areas of study.

- Analysis and Creative Interpretation
- Review and Reflection
- Interpretive Study
- Presentation of Dramatic Works

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Group Presentation	20%
Folio	30%
Interpretive Study	20%
<i>External Assessment</i>	
Performance	30%

#### 10-credit subject

For a 10-credit subject, students undertake:

- *one* assessment from *either* the Group Presentation *or* one assessment from the Interpretive Study
- *one* report *or* two reviews from the Folio
- *one* assessment from the Performance.

#### 20-credit subject

For a 20-credit subject, students undertake:

- *one* assessment from the Group Presentation (including reviews)
- *at least three* assessments from the Folio
- *one* assessment from the Interpretive Study
- *one* assessment from the Performance

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

## Information on the External Assessment

Students are involved in either:

- a group performance or presentation, *or*
- an individual performance or presentation.

### Group Performance or 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 up to 15 minutes presenting evidence relevant to their specific off-stage role.

Students must not duplicate work undertaken in other areas of the subject. However, the work may be an extension of the ideas, genres, styles and/or influences explored in assessment types 1, 2, or 3.

Student's involvement in the group performance or presentation may be in one or more of the following:

- Acting
- Design (set, costume, make-up, lighting, sound, publicity and promotions)
- Dramaturgy
- Front-of-house
- Multimedia/Film and video
- Stage management.

*or*

### Individual Performance or Presentation

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

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

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

Student's involvement in the individual performance or presentation may be in one or more of the following:

- Acting
- Design (set, costume, make-up, lighting, sound, publicity and promotions)
- Dramaturgy
- Front-of-house
- Multimedia/Film and video
- Stage management.
- Scriptwriting
- Directing\*.

# Stage 1 English

<b>Subjects</b>	English (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
<b>Learning Area</b>	English		
<b>Focus capabilities</b>	Communication, citizenship, personal development, work and learning.		
<b>Christian Perspective</b>	The ability to communicate via language is part of God's plan for our lives.		

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.

Stage 1 English caters for students with a range of learning styles and articulates with the Stage 2 English subjects. Stage 1 English 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

### Text Analysis

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

### Text Production

Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

### Extended Study

The extended study can be written, oral, or multimodal, or a combination of these modes.

Students complete *one* of the extended study options:

#### *Option 1: Language Study*

Students focus on an aspect of language in a context beyond the classroom. Students could, for example, reflect on how specialised vocabulary is used in texts, the effect of context on appropriate language choice, the role of language in establishing individual or group identity, or how language choice is determined by the expectations of the audience.

#### *Option 2: Connected Texts Study*

Students consider texts in relation to each other, to the context in which they are produced, and to the context in which they are read or viewed. Students choose a minimum of two texts that are connected by similarity or difference.

### Option 3: Student-negotiated Study

Students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts.

## Assessment

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

Text Analysis
Text Production
Extended Study (students select <i>one</i> of three options)

English Communications (Stage 2)			
<b>Subjects</b>	English Communications (Stage 2)	<b>Credits</b>	10 (half year) 20 (full year)
<b>Learning Area</b>	English		
<b>Focus capabilities</b>	Communication, citizenship, personal development, work and learning.		
<b>Christian Perspective</b>	The ability to communicate via language is part of God's plan for our lives.		

English Communications focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

## Content

Stage 2 English Communications can be studied as a 10-credit subject or a 20-credit subject. For both the 10-credit subject and the 20-credit subject students undertake tasks within the following:

- Text Study
- Text Production Study
- Communication Study (consists of *two* parts)
  1. Analysis and comparison of *one* of the following categories of communication:

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

**Assessment  
(10-credit subject)**

<i>School-based Assessment</i>	<i>Weighting</i>
Text Analysis or Text Production	40%
Communication Study	30%
<i>External Assessment</i>	
Folio	30%

**(20-credit subject)**

<i>School-based Assessment</i>	<i>Weighting</i>
Text Analysis	20%
Text Production	20%
Communication Study	30%
<i>External Assessment</i>	
Folio	30%

## Information on the external assessment

### Folio

Students complete a Folio containing work from both:

- Part 1: Response to an example of communication
- Part 2: Text production with writer's statement.

#### *Part 1: Response to an example of communication*

Students compare two examples of communication from within one category of communication. This could be a short story, novel, poem, or film; or a text used to communicate an idea or information such as a transcript of a speech, or a letter.

#### *Part 2: Text production with writer's statement*

Students compose a piece of written text and a writer's statement that outlines their intentions and reflection of the process used to produce it.

The text production piece can be creative (e.g. a narrative or expository piece) or functional (e.g. writing for a technical journal).

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

## English Studies (Stage 2)

<b>Subjects</b>	English Studies (Stage 2)	<b>Credits</b>	20 (full year)
<b>Learning Area</b>	English		
<b>Focus capabilities</b>	Communication, citizenship, personal development, work and learning.		
<b>Christian Perspective</b>	The ability to communicate via language is part of God's plan for our lives.		

English focuses on the development of English skills, strategies, knowledge and understandings, for a variety of purposes. In English Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments.

Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

### Content

Students undertake tasks within the following:

- Text Study
- Text Production Study

#### Text Study

The text study comprises four shared studies and an individual study.

*Shared Studies* consist of a:

- study of two single texts
- study of paired texts
- study of poetry
- critical reading study of short texts.

Among the texts chosen for the four shared studies there must be:

- one film text
- at least one extended prose text
- at least one written drama text
- at least 1000 lines of poetry
- a range of short texts for the critical reading study.

*Individual Study* (consists of two parts)

- critical essay
- collection of supporting material

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

### **Text Production Study**

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

## **Assessment**

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

<i>School-based Assessment</i>	<i>Weighting</i>
Shared Studies	30%
Individual Study	20%
Text Production	20%
<i>External Assessment</i>	
Examination	30%

### **Information on the External Assessment**

#### **Examination (3 hours)**

The examination is divided into three sections. Students must choose *one* question from each section.

- Section A contains questions on the study of two single texts *or* the study of paired texts *or* the study of poetry.
- Section B contains a range of questions that focus on texts not included in Section A.
- Section C contains questions based on the critical reading of one or more unseen short texts.

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

<b>Food and Hospitality</b>			
<b>Subjects</b>	Food and Hospitality (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Food and Hospitality (Stage 2)	<b>Credits</b>	10 (half year) 20 (full year)
<b>Learning Area</b>	Health and Physical Education		
<b>Focus Capabilities</b>	Communication, Learning and Work		
<b>Christian Perspective</b>	God designed us to love food and to be hospitable.		

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.

### **Stage 1 Food and Hospitality**

Stage 1 Food and Hospitality can be studied as a 10-credit subject or a 20-credit subject.

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 three 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:

Practical Activity
Group Activity
Investigation

## Stage 2 Food and Hospitality

Stage 2 Food and Hospitality can be taken as a 10-credit subject or a 20-credit subject.

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 one or more of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences.

A 10-credit subject includes at least two areas of study. A 20-credit subject includes all five areas of study.

### Assessment

<i>School-based Assessment</i>	<i>Weighting</i>
Practical Activity	50%
Group Activity	20%
<i>External Assessment</i>	
Investigation	30%

### Information on the External Assessment – The Investigation

The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject, and 1000 words for the 10-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.

<b>Geography</b>			
<b>Subjects</b>	Geography (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Geography (Stage 2)	<b>Credits</b>	20 (full year)
<b>Learning Area</b>	Humanities and Social Sciences		
<b>Focus Capabilities</b>	Citizenship, Learning and Work		
<b>Christian Perspective</b>	God created the earth and all that is in it. Humans are stewards (care-takers) of His creation and responsible for environmental sustainability and justice.		

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.

## **Stage 1 Geography**

Stage 1 Geography can be studied as a 10-credit subject or a 20-credit subject.

### **Content**

Students study topics that integrate four key themes:

- Key Theme 1: Location and Distribution
- Key Theme 2: Natural Environments at Risk
- Key Theme 3: People, Resources, and Development
- Key Theme 4: Issues for Geographers.

### **Assessment**

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

Skills and Applications Tasks
Inquiry
Fieldwork
Investigation

## Stage 2 Geography

### 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.

### Two 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 the Individual Fieldwork Study and the Geographic Inquiry.

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Individual Fieldwork Study	25%
Geographic Inquiry	20%
Folio (eg essay, source analysis, issue analysis, geog skills)	25%
<i>External Assessment</i>	
Examination	30%

### Information on the External Assessment – The 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.

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

<b>History</b>			
<b>Subjects</b>	History (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Modern History (Stage 2)	<b>Credits</b>	20 (full year)
<b>Learning Area</b>	Humanities and Social Sciences		
<b>Focus Capabilities</b>	Communication, Citizenship, Personal Development, Learning and Work		
<b>Christian Perspective</b>	God is sovereign and has a redemptive plan for the world. History records the progress of that plan.		

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.

### **Stage 1 History**

Stage 1 History can be studied as a 10-credit subject or a 20-credit subject.

#### **Content**

- A 10-credit subject consists of:
- skills of historical inquiry
- a minimum of two historical studies
- 
- A 20-credit subject consists of:
- skills of historical inquiry
- a minimum of four historical studies.

#### **Assessment**

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

Folio
Sources Analysis
Investigation

## Stage 2 Modern History

Students study:

- *one* topic from a choice of six thematic studies
- *one* topic from a choice of five depth studies
- an individual history essay

### *Thematic Study*

Topics:

- Pain and Gain: Modernisation and Society since c. 1500.
- Intruders and Registers: Imperialism and its Impact since c. 1500.
- Revolutions and Turmoil: Social and Political Upheavals since c. 1500.
- A Sense of Belonging: Groups and Nations since c. 1500.
- The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500.
- Slaves, Serfs, and Emancipation: Forced Labour since c. 1500.

Topics:

- Public and Private Lives: A Social and Political History of Women since c. 1750.
- The War to End all Wars: The First World War and its Consequences, c. 1870–1929.
- An Age of Catastrophes: Depression, Dictators, and the Second World War, c. 1929–45.
- Postwar Rivalries and Mentalities: Superpowers and Social Change since c. 1945.
- Persecution and Hope: Power and Powerlessness in Society since c. 1500.

### *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:

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	50%
Essay	20%
<i>External Assessment</i>	
Examination	30%

## **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.

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

## Information Processing and Publishing

<b>Subjects</b>	Information Processing and Publishing (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Information Processing and Publishing (Stage 2)	<b>Credits</b>	10 (half year) 20 (full year)
<b>Learning Area</b>	Business, Enterprise and Technology		
<b>Focus capabilities</b>	Communication and Learning		
<b>Christian Perspective</b>	Since creation, God has enabled people to create and use technology for their advantage and pleasure. Technology skills are to be used creatively, ethically and responsibly, in order to enhance human life and meet people's needs.		

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

### Stage 1 Information Processing and Publishing (IPP)

Stage 1 Information Processing and Publishing can be studied as a 10-credit subject or a 20-credit subject.

#### Content

Stage 1 Information Processing and Publishing consists of the following five topics:

- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing
- Data Input.

A 10-credit subject may consist of one or two topics. A 20-credit subject must consist of two or more topics.

#### Assessment

Practical Skills
Product and Documentation
Issues Analysis

## Stage 2 Information Processing and Publishing (IPP)

### Content

Stage 2 Information Processing and Publishing consists of the following four focus areas:

- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents.

For a 10-credit subject, students undertake *one* of the focus areas listed above. For a 20-credit subject, students undertake *two* of the focus areas listed above.

### Assessment (10-credit subject)

<i>School-based Assessment</i>	<i>Weighting</i>
Practical Skills	50%
Issues Analysis	20%
<i>External Assessment</i>	
Product and Documentation	30%

### Assessment (20-credit subject)

<i>School-based Assessment</i>	<i>Weighting</i>
Practical Skills	40%
Issues Analysis	30%
<i>External Assessment</i>	
Product and Documentation	30%

### Information on the External Assessment - Product and Documentation Task

Students complete one Product and Documentation task that may come from either one focus area or the integration of two focus areas.

Students complete, for an identified audience, a text based Product that demonstrates knowledge and use of the four parts of the designing process: investigating, devising, producing, and evaluating. The completed Product should be at least 3 pages in length, or the equivalent, for a 10 credit subject; and 5 pages in length, or the equivalent, for a 20-credit subject.

There must be adequate text to demonstrate use of design elements. The designing process must be covered in separate Documentation, of up to a maximum of 1500 words, which must be submitted with the completed product.

The Product and Documentation 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 Product and Documentation with reference to the performance standards.

<b>Stage 1 Mathematics</b>			
<b>Subjects</b>	Mathematical Studies	<b>Credits</b>	10 (half year)
	Mathematical Applications		20 (full year)
<b>Learning Area</b>	Mathematics		
<b>Focus capabilities</b>	Communication, Citizenship, Personal Development, Work and Learning		
<b>Christian perspective</b>	The consistency, orderliness and innate beauty of mathematical truths demonstrate the characteristics of an intelligent Creator God.		

Mathematics is a disciplined thought structure that describes both the numerical and spatial aspects of God's creational structure. It is a tool used to explore God's creation. The orderly and organised world can often be understood through the language of pattern, logic and order. All mathematics topics at Southern Vales Christian College are considered within the framework of Christian ethics.

Students will participate in a wide variety of problem-solving activities. Mathematics 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.

At Stage 1 students can enrol in Mathematics Studies or Mathematical Applications. Some students also enrol in Specialist Mathematics. Topics are of two different types; those that provide a background for students proceeding to Stage 2 Mathematical Studies and Specialist Mathematics; and those that provide a background for students proceeding to Stage 2 Mathematical Applications.

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

## **Content**

### **MATHS APPLICATIONS**

Four topics are studied from the following list.

- Topic 1: Earning and Spending
- Topic 2: Measurement
- Topic 3: Data in Context
- Topic 4: Networks and Matrices
- Topic 5: Saving and Borrowing
- Topic 6: Simulating Random Processes
- Topic 7: Statistics
- Topic 8: Trigonometry

## **MATHS STUDIES**

Four topics are studied from the following list.

- Topic 3: Data in Context
- Topic 4: Networks and Matrices
- Topic 6: Simulating Random Processes
- Topic 7: Statistics
- Topic 9: Models of Growth
- Topic 10: Quadratic and Other Polynomials
- Topic 11: Coordinate Geometry
- Topic 12: Functions and Graphs

## **SPECIALIST MATHS**

Four topics are studied from the following list.

- Topic 8: Trigonometry
- Topic 10: Quadratic and Other Polynomials
- Topic 11: Coordinate Geometry
- Topic 12: Functions and Graphs
- Topic 13: Planar Geometry
- Topic 14: Periodic Phenomena

## **MATHEMATICS PATHWAYS (NEGOTIATED MATHS CURRICULUM)**

Students who need a negotiated curriculum may be able to do Mathematics Pathways.

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

Topics are developed around the interests and needs of the students. The focus engages students with learning in contexts that are relevant to them. Topics can be a combination of school-developed topics and topics chosen from those listed in the Stage 1 Mathematics Subject Outline. The structure, content and assessment may be negotiated with the students, and there may be different focuses within any group.

### **Assessment**

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

Skills and Applications Tasks
Folio

A Graphics Calculator (Casio) is required for all SACE maths courses.  
(optional for Maths Pathways)

## Mathematical Applications Stage 2

<b>Subjects</b>	Mathematical Applications (Stage 2)	<b>Credits</b>	10 (half year) 20 (full year)
<b>Learning Area</b>	Mathematics		
<b>Focus capabilities</b>	Communication, Citizenship, Personal Development, Work and Learning		
<b>Christian perspective</b>	The consistency, orderliness and innate beauty of mathematical truths demonstrate the characteristics of an intelligent Creator God.		
<b>Further Information</b>	Mr John Jansen		

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

Stage 2 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.

### Content

Stage 2 Mathematical Applications can be studied as a 10-credit subject or a 20-credit subject. The subject is divided into seven topics.

For a 10-credit subject, students study *two* of the topics listed below.

For a 20-credit subject, students study *four* of the topics listed below (*two* topics in each semester)

- Topic 1: Applied Geometry
- Topic 2: Investment and Loans
- Topic 3: Mathematics and Small Business
- Topic 4: Matrices
- Topic 5: Optimisation
- Topic 6: Share Investments
- Topic 7: Statistics and Working with Data.

Teachers will decide which topics are offered in 2011.

In order to accommodate the external examination at the end of each semester, schools select *two* topics from those listed under semester 1, and *two different* topics from those listed under semester 2 in the table below.

<i>Semester 1</i>	<i>Semester 2</i>
Topic 2: Investment and Loans	Topic 1: Applied Geometry
Topic 4: Matrices	Topic 2: Investment and Loans
Topic 5: Optimisation	Topic 3: Mathematics and Small Business
Topic 6: Share Investments	Topic 6: Share Investments
Topic 7: Statistics and Working with Data	Topic 7: Statistics and Working with Data

### **Assessment**

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

<i>School-based Assessment</i>	<i>Weighting</i>
Skills and Applications Tasks	30%
Folio	40%
<i>External Assessment</i>	
Examination	30%

### **Information on the External Assessment**

#### **Examination (1½ hours)**

Examinations are set by the SACE Board and conducted twice yearly, at the end of semester 1, and again at the end of semester 2. Each examination is 90 minutes long.

For a 10-credit subject students will undertake *one* examination, at the end of the semester in which they complete their study.

For a 20-credit subject, students will undertake both examinations.

The examination is based on the key questions and key ideas outlined in the two topics studied in the semester.

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

## Mathematical Studies Stage 2

<b>Subject Outline</b>	Mathematical Studies (Stage 2)	<b>Credits</b>	20 credit (full year)
<b>Learning Area</b>	Mathematics		
<b>Focus capabilities</b>	Communication, Citizenship, Personal Development, Work and Learning		
<b>Christian perspective</b>	The consistency, orderliness and innate beauty of mathematical truths demonstrate the characteristics of an intelligent Creator God.		

Through the study of this subject, 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 Studies is a 20-credit subject that consists of the following three topics:

- Topic 1: Working with Statistics
- Topic 2: Working with Functions and Graphs Using Calculus
- Topic 3: Working with Linear Equations and Matrices.

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

### Assessment

<i>School-based Assessment</i>	<i>Weighting</i>
Skills and Applications Tasks	45%
Folio	25%
<i>External Assessment</i>	
Examination	30%

### Information on the External Assessment – Examination (3 hours)

Students undertake a 3-hour external examination based on the subtopics and key questions and key ideas outlined in the three topics. The examination will consist of a range of questions, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation.

Students will have access to the appropriate technology during the examination.

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

## Maths - Specialist Mathematics Stage 2

<b>Subject Outline</b>	Specialist Mathematics (Stage 2)	<b>Credits</b>	20 credit (full year)
<b>Learning Area</b>	Mathematics		
<b>Focus capabilities</b>	Communication, Citizenship, Personal Development, Work and Learning		
<b>Christian perspective</b>	The consistency, orderliness and innate beauty of mathematical truths demonstrate the characteristics of an intelligent Creator God.		

Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Studies.

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: Trigonometric Preliminaries
- Topic 2: Polynomials and Complex Numbers
- Topic 3: Vectors and Geometry
- Topic 4: Calculus
- Topic 5: Differential Equations.

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

### Assessment

<i>School-based Assessment</i>	<i>Weighting</i>
Skills and Applications Tasks	45%
Folio	25%
<i>External Assessment</i>	
Examination	30%

### Information on the External Assessment - Examination (3 hours)

Students undertake a 3-hour external examination based on the subtopics, key questions and key ideas outlined in the five topics. The examination will consist of three sections, the first focusing on knowledge and routine skills and applications, the second focusing on more complex questions, and the third focusing on investigative questions.

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

<b>Music</b>			
<b>Subjects</b>	Music Experience Programs (Stage 1)	<b>Credits</b>	10 (half year)
	Music Advanced Programs (Stage 1)		20 (full year)
	Composing and Arranging (Stage 2)	<b>Credits</b>	10 (half year)
	Ensemble Performance (Stage 2)	<b>Credits</b>	10 (half year)
	Musicianship (Stage 2)	<b>Credits</b>	10 (half year)
	Music in Context (Stage 2)	<b>Credits</b>	10 (half year)
	Music Individual Study (Stage 2)	<b>Credits</b>	10 (half year)
	Music Technology (Stage 2)	<b>Credits</b>	10 (half year)
	Performance Special Study (Stage 2)	<b>Credits</b>	10 (half year)
	Solo Performance (Stage 2)	<b>Credits</b>	10 (half year)
<b>Learning Area</b>	Arts		
<b>Focus Capabilities</b>	Personal Development, Citizenship, Communication and Learning		
<b>Christian Perspective</b>	Musical gifts are given by God to enrich society, to build up the community of faith, to bring pleasure, to communicate truth, to uplift and enhance worship, and to glorify God.		

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, oral 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.

Students wishing to choose Music as a SACE subject need to meet with Mr Paul Kay to discuss their program.

## Stage 1 Music

Stage 1 Music can be studied as a 10-credit subject or a 20-credit subject.

Students can enrol in Stage 1–Music Experience programs and Stage 1–Music Advanced programs.

*Music Experience Programs* – These programs are designed for students with limited experience or knowledge in some aspects of music. Music Experience programs should provide pathways to selected Stage 2 music subjects, such as Stage 2 Ensemble Performance, Music Individual Study, Music Technology, and/or Solo Performance.

*Music Advanced Programs* – These programs are designed for students with a substantial background in music. Music Advanced programs should provide pathways to the range of Stage 2 music subjects.

### Content

Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Music in Contexts
- Developing Theory and Aural Skills

### Assessment

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

Skills Presentation
Skills Development
Folio

## Stage 2 Music - Composing and Arranging (10 credits)

This 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
- Major Work.

### Assessment

<i>School-based Assessment</i>	<i>Weighting</i>
Folio of Minor Works	70%
<i>External Assessment</i>	
Major Work	30%

### 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) with an analysis. The assessment component consists of two parts:

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

#### *Part 1: Composition or Arrangement of the Major Work*

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

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

#### *Part 2: Analysis of the Major Work*

Students present an oral or written analysis of their major work. An oral analysis may be up to a maximum of 5 minutes (not including musical examples) and should be supported by backup work. A written analysis may be up to a maximum of 750 words (not including musical examples) and may include complete sentences, dot points, diagrams, and notated musical examples.

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

## Stage 2 Music - Ensemble Performance (10 credits)

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

Students who have enjoyed ensemble work in previous years will enjoy this course. The emphasis is on working as a team, acknowledging God in developing musical skills and making music for others' enjoyment.

### Content

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

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

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

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

<i>School-based Assessment</i>	<i>Weighting</i>
First Performance	30%
Second Performance	40%
<i>External Assessment</i>	
Final Performance	30%

### 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.

## Stage 2 Music – Musicianship (10 credits)

### Content

#### 1) 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.

#### 2) Harmony

Students learn to harmonise a melody by applying theoretical knowledge. Students undertake *one* of the following three options:

- Option A: Countermelody
- Option B: Jazz-related Harmony
- Option C: Four-part Vocal Style.

#### 3) 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

<i>School-based Assessment</i>	<i>Weighting</i>
Skills Development	30%
Arrangement	40%
<i>External Assessment</i>	
Examination	30%

#### Information on the External Assessment - Examination (1¾ hour)

Students undertake a 1¾-hour external examination, which is divided into two parts:

- Part 1: Theory, Aural Recognition, and Musical Techniques (70%)
- Part 2: Harmony (30%).

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

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

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

# Stage 2 Music - Music in Context (10 credits)

## Content

### Section 1: Topics

Students study two core topics from Part A and one school-developed topic from Part B.

#### *Part A: Core Topics*

Teachers select one core topic for study from the following list:

- Topic 1: Bach: Music and Patronage
- Topic 2: Beethoven: Music Finds Its Voice
- Topic 3: Schubert: The Romantic Voice
- Topic 4: Stravinsky and Diaghilev
- Topic 5: Contemporary Australian Indigenous Music
- Topic 6: The Blues: Of Sadness and Joy
- Topic 7: Duke Ellington: Pianist, Composer, and Bandleader
- Topic 8: Miles Davis: Jazz Comes of Age
- Topic 9: The Beatles and the Beach Boys: Soundtracks of a Generation.
- Topic 10: Contemporary Australian Non-Indigenous Music.

#### *Part B: School-developed Topic*

The school develops one topic for the class. These topics are to consist of one or more works, which must be different from those being studied in the core topics.

### Section 2: Investigation

Students investigate a question or topic of their choice, and present their findings. Individual investigation questions and topics must be submitted to the SACE Board for approval.

## Assessment

<i>School-based Assessment</i>	<i>Weighting</i>
Skills Development	30%
Investigation	40%
<i>External Assessment</i>	
Examination	30%

### Information on the External Assessment

#### **Examination (1½ hours)**

Students undertake a 1½-hour external examination in which they analyse the set works studied for the selected core topics. The examination comprises an essay and a combination of short answers and extended-paragraph responses. Students may bring scores, transcriptions, or charts to the examination for all other topics to help them with their responses.

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

## Stage 2 Music - Individual Study (10 credits)

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

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

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

### Assessment

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	30%
Product	40%
<i>External Assessment</i>	
Report	30%

### Information on the External Assessment

#### Project Report

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

##### *Part 1: Documentation of Skills*

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

##### *Part 2: Evaluation*

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

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

## Stage 2 Music Technology (10 credits)

This subject is designed to develop students' skills in, and knowledge of, music technology.

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

### Suggested Topics

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

### Suggested Option Topics

- MIDI
- The Recording Process
- Loops and Waves.

### Assessment

<i>School-based Assessment</i>	<i>Weighting</i>
Minor Projects	70%
<i>External Assessment</i>	
Major Project	30%

### Information on the External Assessment - Major Project with Commentary

#### *Part 1: Major Project*

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

- be up to a maximum of 5 minutes long
- not include pre-existing live recordings
- not include pre-existing MIDI files
- not include pre-existing extended wave loops
- be completed during current study of this project
- be submitted on audio CD.

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

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

#### *Part 2: Commentary*

Students present their teacher with a commentary on their completed major project — up to a maximum of 1200 words for a written commentary or a maximum of 7 minutes for an oral commentary. The commentary should be supported by backup work.

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

## Stage 2 Music - Performance Special Study (10 credits)

Performance Special Study gives instrumentalists and vocalists the opportunity to address the technical and musical demands of performing an approved work 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 in all subjects.

### Content

This 10-credit subject consists of two areas of study:

- Part 1: Performance of an Approved Work
- Part 2: Commentary.

#### *Part 1: Performance of an Approved Work*

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. Students submit a written analysis at the second public performance.

### Assessment

<i>School-based Assessment</i>	<i>Weighting</i>
First Performance	20%
Second Performance	30%
Commentary	20%
<i>External Assessment</i>	
Final Performance	30%

#### **Information on the External Assessment - Final Performance**

Students perform the approved work in its entirety 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 Music - Solo Performance (10 credits)

This subject develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

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

### Content

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

Students prepare and present public performances

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
First Performance	30%
Second Performance	40%
<i>External Assessment</i>	
Final Performance	30%

### 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.

<b>Physical Education</b>			
<b>Subjects</b>	Physical Education (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Physical Education (Stage 2)	<b>Credits</b>	20 (full year)
<b>Learning Area</b>	Health and Physical Education		
<b>Focus capabilities</b>	Communication, Learning, Personal Development		
<b>Christian Perspective</b>	God created people as physical beings with a mandate to care for self and others on His behalf.		

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

## **Stage 1 Physical Education**

### **Content**

#### **1) Practical Skills and Applications**

For a 10-credit subject, students complete two or three practicals.

For a 20-credit subject, students complete four to six practicals.

#### **2) Principles and Issues** (consists of the following two areas of study)

- The Nature of Physical Activity
- Issues Analysis

##### *The Nature of Physical Activity*

This area of study requires an experimental, analytical approach to physical activity and well-being. Topics include:

- body systems
- fitness
- human physical performance
- participation in physical activity
- sports injuries
- training principles and methods

### Issues Analysis

Students analyse issues that are relevant to local, national or global communities through topics of interest to them.

Topics focus on physical activity and could include:

- alcohol, tobacco and other drugs
- children
- corruption
- cultural diversity
- fitness
- disability
- equal opportunity
- gender
- health risk factors
- play education
- professionalism in sport
- safety, risk management
- sport in society
- sports injuries

### Assessment

Practical	60%
Folio	40%

## Stage 2 Physical Education

### Content

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

#### 1) Practical Skills and Applications

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

#### 2) Principles and Issues (consists of the following three topics)

- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis

Topics include:

#### *Exercise Physiology and Physical Activity*

Key Concept 1: The sources of energy affecting physical performance

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

Key Concept 3: The specific physiological factors affecting performance

## *The Acquisition of Skills and the Biomechanics of Movement*

Key Concept 1: 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

### *Issues Analysis*

Students analyse and interpret their findings from investigating a chosen issue. Topics could include:

- commercialism
- culture/race relations
- equity
- gender
- media
- professionalism
- patterns of physical activity
- sport in the Australian context
- the Paralympics
- the science of drugs
- technology

### **Assessment**

<i>School-based Assessment</i>	<i>Weighting</i>
Practical	50%
Folio	20%
<i>External Assessment</i>	
Examination	30%

A copy of student assessments must be kept at the school for moderation purposes.

### **Information on the External Assessment**

#### ***Examination***

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

- Part 1: Multiple-choice Questions (15%)
- Part 2: Short-answer and Extended-response Questions (85%).

The examination covers the content of the 'Exercise Physiology and Physical Activity' and 'The Acquisition of Skills and the Biomechanics of Movement' topics.

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

# Physics

<b>Subjects</b>	Physics (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Physics (Stage 2)	<b>Credits</b>	20 (full year)
<b>Learning Area</b>	Sciences		
<b>Focus Capabilities</b>	Communication and Learning		
<b>Christian perspective</b>	Psalm 19:1 The heavens tell of the glory of God and the firmament proclaims his handiwork.		

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

Physics is a prerequisite for many Science and Engineering Courses.

## Stage 1 Physics

### Content

The design and content of the program is determined at the school level. Examples of areas of study with possible topics and applications include:

<i>Area of Study</i>	<i>Topics / applications</i>
Waves	Sound and light CD, DVD and Blu-ray technology
Astronomy	Astrophysics Establishing a colony on Mars
Electricity and magnetism	DC circuits Wind farms and solar cells

### Assessment

Investigations Folio
Skills and Applications Tasks

## Stage 2 Physics

Four sections are divided into four topics. Each topic includes an application.

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

### Assessment

<i>School-based Assessment</i>	<i>Weighting</i>
Investigations Folio	30%
Skills and Applications Tasks	40%
<i>External Assessment</i>	
Examination	30%

### Information on the External Assessment - Examination (3 hours)

The 3-hour written examination has 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.

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

## Religion Studies / Christian Studies

<b>Subjects</b>	Christian Studies in Year 11	<b>Credits</b>	10 Stage 1 credits
	Christian Studies in Year 12	<b>Credits</b>	10 Stage 1 credits
<b>Learning Area</b>	Humanities and Social Sciences		
<b>Focus Capabilities</b>	Communication, Citizenship and Personal Development		
<b>Christian Perspective</b>	All Scripture is inspired by God and is useful to teach us what is true, straighten us out, and equip us for every good thing. (2 Timothy 3:16) Do not be conformed to the thinking of this world, but be transformed by the renewing of your mind. (Romans 12:2)		

All Year 11 and 12 students at SVCC take Christian Studies (2 lessons per week) and may gain credits for the SACE subject Religion Studies.

Open expression and debate are encouraged. Students have opportunities to understand Christian and other worldviews, and to explore ethical and social justice issues, as well as opportunities for Bible study, testimonies, prayer and worship. Students gain an appreciation of, and respect for, ways in which people think, feel and act because of their religious beliefs.

The Bible is the primary text book. A biblical perspective is sought on all topics and issues.

### Content

This subject consists of one religious and spiritual traditions study, and one ethical or social justice issue study. At Southern Vales Christian College the topics are:

Year 11	The Good, the Bad and the Ethical  World Religions: The Big Five
Year 12	Worldviews: Ways of Understanding Life  10:10 (Exploring Jesus' offer of life in John's Gospel)

### Assessment

Practical Activity
Issues Investigation
Reflection

<b>Research Project</b>	
<b>Subject</b>	<p>Research Project A - external assessment may be undertaken in a range of formats.</p> <p>Research Project B – written external assessment, for students wishing to include the subject in the calculation of their Tertiary Entrance Rank (TER).</p>
<b>Learning Area</b>	Cross-Disciplinary

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a ‘C’ grade or better to achieve the SACE in 2011. Students at Southern Vales Christian College will begin their Research Project in Year 11 following a semester of developing pre-requisite research and study skills.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:

- community-based projects
- technical or practical activities
- work-related research
- subject-related research.

### **Content**

The content in the Stage 2 Research Project includes:

- the five capabilities (communication, citizenship, personal development, work, and learning)
- research skills.

### **Assessment**

<i>School-based assessment</i>		
Record of Research		70%
Discussion		
Findings		
<i>External assessment</i>		
Evaluation		30%

The communication and learning capabilities will be an integral part of all students' research projects and thus will be part of the school-based assessment component.

Students select one of the following capabilities — citizenship, personal development, or work — that they consider to be particularly relevant to their research project for development and demonstration. The demonstration, development, and evaluation of the selected capability will be incorporated in the external assessment of this subject.

### **Information on the External Assessment**

Students are required to provide an evaluation of their project, that is, to review and reflect on the development and demonstration of the selected capability (i.e. citizenship, personal development, or work), the research processes used, and their findings.

The student's evaluation of his or her research project is an opportunity to review and evaluate his or her learning at each phase of the research framework and to reflect on the overall learning experience. Students should include in the evaluation:

- an explanation of how their thinking has been challenged
- an evaluation of the selected capability (i.e. citizenship, personal development, or work) and its relevance to their research project
- a reflection on the value of their research project to themselves and others
- an assessment of the strengths and limitations of the research processes, new ideas, new insights, and findings.

Students submit a written context statement with the evaluation for assessment. The written context statement (150 to 200 words) is an opportunity for students to summarise succinctly the focus of their research project, research processes used, and their findings. The written context statement helps to provide a context for the external assessor.

### **Research Project A: One Format or a Combination of Written, Visual, or Oral Formats**

Students choose whether they present their evaluation in one format or in a combination of written, visual, or oral formats. Students choose the best way to present their particular evidence of evaluation (e.g. multimedia recording, printed document) for external assessment.

The evaluation, no matter the form of presentation, should not exceed 1500 words or 10 minutes of recorded multimedia material or equivalent (excluding the written context statement).

### **Research Project B: Common Written Component for Tertiary Entrance Rank (TER)**

Students who wish to count their score in this subject towards the TER must present their final evaluation evidence in written form. The common written assessment component can include visual material such as photographs and diagrams integrated into the written text, which should be a maximum of 1500 words, excluding the written context statement.

<b>Spanish Continuers</b>			
<b>Subjects</b>	Spanish Continuers (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Spanish Continuers (Stage 2)	<b>Credits</b>	20 (full year)
<b>Learning Area</b>	Languages		
<b>Focus Capabilities</b>	Communication and Citizenship		
<b>Christian Perspective</b>	<p>Jesus set the example of becoming one of the people He was sent to serve.</p> <p>Learning a second language is a very committed way of showing love for other people. It increases our understanding, and therefore our respect and love, for the peoples of the world.</p>		

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

### **Stage 1 Spanish at Continuers Level**

Stage 1 Spanish at Continuers Level can be studied as a 10-credit subject or a 20-credit subject.

#### **Content**

Stage 1 Spanish at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

*Themes:*

- The Individual
- The Spanish-speaking Communities
- The Changing World.

#### **Assessment**

Interaction
Text Production
Text Analysis
Investigation

## Stage 2 Spanish at Continuers Level

### Content

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

*Themes:*

- The Individual
- The Spanish-speaking Communities
- The Changing World.

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	50%
In-depth Study	20%
<i>External Assessment</i>	
Examination	30%

### Information on the External Assessment

The examination consists of:

- Oral examination
- Written examination

#### **Oral Examination**

The oral examination will take 10–15 minutes and consists of two sections:

- Section 1: Conversation
- Section 2: Discussion

#### **Written Examination (3 hours)**

The written examination has three sections:

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

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

<b>Visual Arts</b>			
<b>Subjects</b>	Visual Arts – Art (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Visual Arts – Design (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Visual Arts – Art (Stage 2)	<b>Credits</b>	10 (half year) 20 (full year)
	Visual Arts – Design (Stage 2)	<b>Credits</b>	10 (half year) 20 (full year)
<b>Learning Area</b>	Arts		
<b>Focus Capabilities</b>	Communication and Personal Development		
<b>Christian Perspective</b>	God created people in His image, and as God's image-bearers we are creative, imaginative and innovative. Artistic gifts and talents are given to enrich the whole community and to bring glory to God.		

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

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

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

## **Stage 1 Visual Arts**

### **Content**

Whether the focus is on art or design, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### **Assessment**

Folio
Practical
Visual Study

## Stage 2 Visual Arts

### Content

For both 10-credit and 20-credit programs, with a focus on either art or design, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Assessment

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	30%
Practical	40%
<i>External Assessment</i>	
Visual Study	30%

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

### 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 A4 folio or CD or DVD with photographs of their visual explorations. Audiovisual electronic format may be necessary if the study idea is a practical application in three dimensions, for example, model making, sculpture, installation, performance, or body art. The A4 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions.

For 10-credit subjects, students submit no more than eight A4 pages (or equivalent), of practical study, integrated with no more than 750 words or 7 minutes of recorded oral explanation.

For 20-credit subjects, students submit no more than fifteen A4 pages (or equivalent) of practical study, integrated with no more than 1500 words or 15 minutes of recorded oral explanation.

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

<b>Workplace Practices</b>			
<b>Subjects</b>	Workplace Practices (Stage 1)	<b>Credits</b>	10 (half year) 20 (full year)
	Workplace Practices A (Stage 2) Workplace Practices B (Stage 2)	<b>Credits</b>	10 (half year) 10 (half year)
	Workplace Practices (Stage 2)	<b>Credits</b>	20 (full year)
<b>Learning Area</b>	Business, Enterprise and Technology		
<b>Focus capabilities</b>	Personal Development, Work and Learning		
<b>Christian Perspective</b>	We are God's workmanship, created in Christ Jesus to do good works. (Ephesians 2:10)		

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).

### **Stage 1 Workplace Practices**

For both a 10-credit and 20-credit subject at Stage 1 students must include the following areas of study:

- Industry and Work Knowledge
- Vocational Learning (including Work Experience) and/or Vocational Education and Training (VET)

For a 10-credit subject, students undertake *two* topics. For a 20-credit subject, students undertake *four* topics.

#### **Topics**

- Topic 1: Future Trends in the World of Work
- Topic 2: The Value of Unpaid Work to Society
- Topic 3: Workers' Rights and Responsibilities
- Topic 4: Career Planning
- Topic 5: Negotiated Topics.

#### **Assessment**

Folio	40%
Performance	40%
Reflection	20%

## Stage 2 Workplace Practices

Stage 2 Workplace Practices can be studied as a 10-credit subject or a 20-credit subject.

At Stage 2 there are three enrolment options:

- Workplace Practices A (10-credits)
- Workplace Practices B (10-credits)
- Workplace Practices (20-credits)

Students can undertake up to 40 credits of this subject (i.e. Workplace Practices A, Workplace Practices B, and Workplace Practices).

### Content

For both a 10-credit and 20-credit subject, 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 undertaking:

- Workplace Practices A (10-credits) and/or Workplace Practices B (10 credits), study two negotiated topics in each subject;
- Workplace Practices (20-credits), study the four 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:

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	30%
Performance	20%
Reflection	20%
<i>External Assessment</i>	
Investigation	30%

## Information on the External Assessment

### Investigation

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

- *Practical Investigation* – Students undertake a practical investigation based on a product, task, or service in which they have been involved. The practical investigation may be presented in written, oral or multimodal form. Students complete a report on their practical investigation in which they document the process of planning, making, delivering, and evaluating.

The report should be up to a maximum of 1000 words for a 10-credit subject, or 2000 words for a 20-credit subject, if in written form, or the equivalent in other forms.

- *Issues Investigation* – Students undertake an investigation of a local, national, and/or global issue, culture or environment relating to the focus industry. It should be based on one or more of the topics studied. The issues investigation may be presented in written, oral or multimodal form.

The report should be up to a maximum of 1000 words for a 10-credit subject, or 2000 words for a 20-credit subject, if 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 teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

# SECTION NINE

## VET COURSES

**(Vocational education and training)**

### **VET CERTIFICATE COURSES**

Information Technology Certificates 1, 11 and 111

Creative industries (Media) Certificate 11  
(this course replaces Broadcasting and Multimedia)

The SACE Board has endorsed key directions for recognising vocational education and training (VET) in the new SACE.

The NEW SACE offers increased flexibility for students to include VET in SACE studies.

For SACE students studying VET in 2011, 50 hours of accredited VET will be recognised as 10 SACE credits. This continues the current approach where 50 hours of VET equal one SACE unit.

#### **Certificate I in Information Technology (VET)**

This qualification provides the skills and knowledge for an individual to function at a basic level of ICT competency in the contemporary information society. It will enable a person to undertake basic ICT functions using a personal computer and to engage in fundamental online activities.

The qualification provides basic computer skills for the workplace - for example, in retailing where basic shop front computer usage is prevalent, in warehousing where automation of stock and inventory control has occurred or in manufacturing at shop floor level.

#### **Certificate II in Information Technology (VET)**

This qualification provides the foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. The qualification has a fundamental ICT knowledge and skills base which is pivotal for all other qualifications in ICA05. The 8 core units contain those basic ICT skills and knowledge required for effective entry into all ICA05 qualifications from Certificate III upwards.

The qualification provides foundation general computing and employment skills that enable participation in an information technology environment in any industry. Such a qualification could equip an individual to undertake roles such as office assistant or to work in records management at a junior level.

## **Certificate III in Information Technology (VET)**

This qualification provides the skills and knowledge for an individual to be competent in introductory ICT 'technical' functions and is designed to support information activities in the workplace and to achieve a degree of self sufficiency as an advanced ICT 'user'. The will give employers a degree of confidence in an individual's usefulness in the workplace as it has a strong suite of 6 common core ICT units building on the prerequisite knowledge and skills from the 8 Certificate II in IT core units.

Possible employment opportunities include:

- Call Centre Support Representative
- Client Support Officer
- Computer Operator
- Customer Liaison
- Customer Service Representative
- Help Desk Officer
- Help Desk Technician
- ICT Operations Support
- ICT User Support
- IT Technician
- Maintenance Technician
- PC Support
- Sales Support Technician
- Support Technician
- User Support Specialist

## **Certificate II in Creative Industries (Media) (VET)**

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the creative industry sectors, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. It is, in essence, a preparatory qualification that can be used as a pathway into Certificate III in Media.

This qualification allows learners to develop skills and knowledge to prepare for work, but there are few specific employment outcomes at this level. Possible job titles relevant to this qualification include:

- Community Radio Production Assistant
- Community Television Production Assistant.