2016
Year 12 Curriculum Handbook
Mary MacKillop College
Kensington
Mary MacKillop College is a school community that welcomes all in the name of Jesus Christ, strives to develop the potential of each individual, responds to the needs of the individual, has a commitment to simplicity of lifestyle and has a special concern for those most in need.
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Dear Parents and Students

The subject selection process is a key feature in any secondary school and has its own special place in the school calendar. It is not a short process as it informs students of the subjects that will be on the school timetable particularly in the senior years the following year.

For each year that students progress through secondary school they are able to make more subject choices. Each year I would hope they are a little more informed as to how they see their future career, informed by what they enjoy doing and where they are drawn to.

While University and career information is important, an often overlooked aspect is what students enjoy doing outside school, what do they read about and what interests them.

This 2016 Curriculum handbook is the result of senior leaders and teachers reflecting on what has been offered in the past, our current provision, the subjects our girls value as they forge their future pathways and the subjects that we have identified as giving MacKillop girls the knowledge, skills and experiences which will allow them to confidently take their place in a world which is complex and ever changing.

I invite you as parents to sit down with your daughters and read through this document and discuss the subject offerings for 2016. Think about possible career options and the study that this may require. The College staff are here to support you and your daughter's discernment. They are experienced in this process and are aware that it can be challenging. It is also an exciting part of your daughter’s MacKillop journey.

Kath McGuigan
Principal
What is the SACE?
The South Australian Certificate of Education is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The SACE has been designed to meet the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship, or straight into the workforce.

The certificate is based on two stages of achievement:

- Stage 1 (usually completed in Year 11)
- Stage 2 (usually completed in Year 12).

Students who successfully complete the requirements are awarded the SACE certificate.

How do students get the SACE?
Most students gain their SACE over three years of study.

There are two stages:

- Stage 1, which most students do in Year 11, except for the Personal Learning Plan, which most will do in Year 10
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students receive a grade from A to E for each subject at Stage 1, and from A+ to E- at Stage 2. To achieve the SACE, students must complete the compulsory requirements with a C grade or higher at Stage 1 and a C- or higher for Stage 2 requirements:

<table>
<thead>
<tr>
<th>SACE Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 10</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan - compulsory</td>
<td>10</td>
</tr>
<tr>
<td><strong>Year 11 or 12 (Stage 1 or 2)</strong></td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses) - compulsory</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of Mathematics subjects and courses) - compulsory</td>
<td>10</td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>90</td>
</tr>
<tr>
<td><strong>Year 12 (Stage 2)</strong></td>
<td></td>
</tr>
<tr>
<td>Research Project - compulsory</td>
<td>10</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses* - compulsory</td>
<td>60 or more</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

*Most students will complete subjects and courses with more than 70 credits at Stage 2.
The SACE Credit Model

- **Stage 1 or 2 Subjects**
  - 90 credits

- **Literacy**
  - Stage 1 or Stage 2: 20 credits
  - 'C' grade or better

- **Numeracy**
  - Stage 1 or Stage 2: 10 credits
  - 'C' grade or better

- **Personal Learning Plan**
  - Stage 1: 10 credits
  - 'C' grade or better

- **Research Project**
  - Stage 2: 10 credits
  - 'C -' grade or better

- **Stage 2 Subjects**
  - 60 credits

- **Stage 1 requirements** = 10 credits
- **Stage 1 or 2 requirements** = 30 credits
- **Stage 2 requirements** = 70 credits
- **Additional choices** = 90 credits

**SACE = 200 credits**
What is the Personal Learning Plan?
The Personal Learning Plan is a compulsory SACE subject, undertaken in Year 10. Students consider their aspirations, and investigate career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE. They learn about and develop the Australian Curriculum capabilities through the subject.

The Personal Learning Plan helps students to:

• identify and research career paths and options, including further education, training and work
• choose appropriate SACE subjects and courses based on plans for future work and study
• consider and access subjects and courses available in and beyond school
• explore personal and learning goals
• review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
• gain skills for future employment
• identify their goals and plans for improvement.

The Personal Learning Plan contributes 10 credits towards the SACE and because it is compulsory, students need to achieve a C grade or higher.

What is Community Learning?
There are a number of different ways to gain SACE credits. Students are able to earn SACE credits for community learning in two ways:

1. community developed programs
2. self directed community learning.

Community Developed Programs
Many community organisations develop their own learning programs, which students can undertake and obtain credits towards their SACE. These include programs such as:

• Duke of Edinburgh's Award
• Royal Life Saving Society
• SA Country Fire Service
• Scouts SA
• Australian Music Examination Boards (Grades 5 – 8)
• Australian Army Cadets.

A full list of SACE recognised community developed courses can be found on the SACE Board of SA Website under Learning > Community Learning.

Self Directed Community Learning
Students may be involved in a program or course outside school which is not formally accredited, but students may still receive SACE credits for. This could include:

• participating in a sport at an elite level
• acting as a carer for an elderly or invalid person
• teaching others a specialised skill
• gaining a pilot's license.

Students will need to show evidence of their learning when applying for SACE credits for Self Directed Community Learning. To check if you can apply for SACE credits for learning outside school, please see the Director of Curriculum, Mrs Cathy Swain.
University and TAFE entry

Students who complete the SACE and obtain an ATAR are eligible for university entry, provided they meet certain requirements. For university entry, students need to complete at least 90 credits at Stage 2, including at least 60 credits of Stage 2 subjects recognised by universities. The final 30 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses. TAFE SA recognises the SACE as meeting the Minimum Entry Requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Full details of university and TAFE entry requirements for 2017 will be included in the Tertiary Entrance Booklet 2016, 2017, 2018 to be published by the South Australian Tertiary Admissions Centre in August 2015. Visit the SATAC website for more information: www.satac.edu.au.

Students with disabilities

The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning. A student's achievement in a modified subject will be reported as 'Completed', with the appropriate number of SACE credits. The SACE certificate will indicate that the student has achieved the SACE using one or more modified subjects. For more information about modified subjects, visit: www.sace.sa.edu.au/web/modified-subjects.

Special provisions

Special provisions are special arrangements for students who may be in a situation where an illness, impairment, learning difficulty or unforeseen incident has made completing their assessment difficult. For school assessed tasks in Stage 1 or Stage 2, schools decide if a student is eligible for special provisions. The SACE Board will determine a student's eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc). Students applying for special provisions need to provide evidence of their impairment, learning difficulty, or unforeseen circumstance. For more information about special provisions, visit: www.sace.sa.edu.au/web/special-provisions.

Interstate, overseas and adult students

The SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students. For more information about the arrangements, visit: www.sace.sa.edu.au/the-sace/students-families.

Students Online

Students Online is a one-stop shop for information about an individual student’s SACE.

It can help students:

- plan their SACE and look at different subjects, or subject and course combinations
- check their progress towards completing the SACE
- access their results.

Students can log in to Students Online using their SACE registration number and PIN at: www.sace.sa.edu.au/connect/.

Further information

Visit the SACE website at www.sace.sa.edu.au for more information about the SACE.
SACE: South Australian Certificate of Education

VET: Vocational Education and Training

SATAC: South Australian Tertiary Admissions Centre

TAFE: Technical and Further Education

ATAR: Australian Tertiary Admissions Rank

MER: Minimum Entry Requirement

TAS: Tertiary Admissions Subjects

TAS are nominated by the universities and TAFE SA as the only SACE subjects that can be used in the calculation of the ATAR or TAFE SA Selection Score. For university entry you will normally need 90 credits of TAS and for TAFE SA entry you will normally need 60 credits of TAS.

Recognised Subjects
Recognised subjects are interstate Year 12, higher education studies or VET awards deemed by the SACE Board and the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score.

Precluded Combinations
Two subjects are Precluded Combinations if they are defined by TAFE SA and the universities as having significant overlap in terms of content. They cannot both count towards your ATAR or TAFE SA Selection Score.

Counting Restrictions
Counting Restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area. Further information regarding this is available in the Tertiary Entrance Booklet 2016, 2017, 2018 distributed to all students.

Completion and Successful Completion of Subjects
In the terminology of the SACE, Subject Completion means achieving a grade of E or better, while Successful Completion of a subject means achieving a grade of C or better.

Pre-requisites
Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard in order to be eligible for selection into the course/program. These subjects are known as pre-requisites. In order to fulfil a pre-requisite subject requirement, you must obtain a minimum grade of C or better.

Moderation
A process used by SACE Board of SA to compare standards within each subject to ensure consistency.

Assumed Knowledge
Many university courses/programs recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects or have an identified skill which will enhance the student’s understanding of the course/program content. This is known as assumed knowledge. Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses/programs.

Students Online
Students Online is a one stop shop for information about an individual student’s SACE. It can help students plan their SACE and look at different subjects, or subject and course combinations, check their progress towards completing their SACE, and access their results. Students can log into Students Online using their SACE registration number and pin at: www.sace.sa.edu.au/connect/students-online.

SACE Board of SA
Address: 60 Greenhill Road, Wayville
Website: www.sace.sa.edu.au
What is VET?
VET stands for Vocational Education and Training. It provides students with the opportunity to acquire practical work-related skills together with the underpinning knowledge that will assist them in getting a job. It allows all young people to experience the world of work in a range of occupations whilst still at school. At Mary MacKillop College VET is used as a career exploration tool and as an opportunity to develop networks in the industry.

All VET Programs develop industry-related skills through:

- off the job training – completed at a training provider.
- on the job training – learning and assessment occurs within the workplace. This is called Structured Work Placement.

All VET programs are accredited towards the SACE and the students also gain a nationally recognised qualification which links to further training or higher education.

VET subject programs can be accessed through TAFE SA or private RTOs (Registered Training Organisation), EASC (Eastern Adelaide School Cluster) and INAP (Inner Northern Adelaide Partnership). Students intending on pursuing VET opportunities should discuss this with Mrs Swain or the Year level Pastoral Care Coordinator.
Selection to Australian universities is based on both eligibility and rank. Eligibility allows you to be considered for selection and rank determines whether you are competitive enough to be selected.

To be eligible for selection into a university course/program students must:

• qualify for the SACE
• obtain an ATAR
• meet any pre-requisite subject requirements for the course/program.

Your competitiveness in relation to other applicants is based on your ATAR. ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from your university aggregate.

To obtain a university aggregate and an ATAR students must:

• comply with the rules regarding Precluded Combinations
• comply with the rules regarding Counting Restrictions
• complete at least 90 credits of study at Stage 2 of which 60 credits of study must be 20 credit TAS from a maximum of three attempts which need not be in consecutive years.

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

Calculating the university aggregate

The university aggregate is calculated from the best scaled scores from three 20 credit TAS plus the best outcome for the 30 flexible credits. The 30 flexible credits can be from any combination of 20 and/or 10 credit subjects & can include:

• the scaled score of a 20 credit TAS
• half the scaled score of one or more 20 credit TAS
• the scaled score of one or more 10 credit TAS
• scaled score equivalents for recognised subjects to the value of 100, maximum of 20 credits.

Converting the university aggregate to an ATAR

The university aggregate is converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students. Please refer to the SATAC Tertiary Information Booklet 2016, 2017, 2018 for further information.
TAFE SA courses offered through SATAC have course admission requirements (CAR) which all applicants must meet in order to be eligible for selection. CAR differ according to the level of the TAFE SA course concerned and whether the course is non-competitive or competitive.

To meet the CAR for Certificate III and high level courses, students must:

- qualify for the SACE
- or, have a VET qualification at the same level or a level below.

CAR can often be met by one of the following alternatives:

- interstate or overseas equivalents to the SACE for Certificate III and high level courses
- successful performance in the TAFE SA Assessment of Basic Skills (TABS)
- special Tertiary Admissions Test (STAT) results
- have a VET qualification at the same level or a level below.

Non-competitive courses

If a course is non-competitive, it is open for immediate application. This means an application for that course can be made at any time of year.

Course Admission Requirements (CAR)

- For Certificate I, II and III courses, there are no CAR
- For Certificate IV, Diploma, Advanced Diploma and Degree courses, there are minimal CAR for courses offering immediate admission.

Because entry to these courses is not competitive, there is no ranking or other selection criteria applied to applicants.

Competitive courses

Entry to some courses is competitive. This is usually because there are more people applying for a course than there are places available. The number of places available may vary from campus to campus, and is determined by the availability of facilities or other resources. Competitive courses only offer one or two intakes per year, usually at the start and in the middle of the academic year. Applications must be made within the advertised SATAC dates for these intake periods.

Course Admission Requirements (CAR)

All competitive courses require that minimum education standards be met by applicants in order to be considered for entry. However, meeting the minimum requirements does not guarantee acceptance or entry to a course. Some competitive courses may require applicants to submit a portfolio, a written assessment, or attend an audition as part of the selection process. CAR are determined at the delivery level, meaning entry requirements for the same qualification may differ by campus. For example, if Campus A has the facility to accept more students than Campus B, the CAR may be lower at Campus A, making more students eligible for the greater number of places available.

Due to the changes made to the TAFE SA Entry Requirements, students are encouraged to refer to the TAFE SA Website www.tafesa.edu.au for all relevant and updated course information. This website will always hold the current information.
The Arts pathways

8
- Art Elective, Semester

9
- Art - Drawing, Painting & Clay Sculpture Elective, Semester 1
- Art - Drawing, Painting & 3D Sculpture Elective, Semester 2
- Drama Elective, Semester
- Dance Elective, Semester
- Music - Experience Elective, Semester
- Music - Specialist Elective, Year

10
- Visual Arts – Design Focus Elective, Semester
- Visual Arts – Art Focus Semester 1: Community Project/Lino Printing Elective
- Semester 2: Still Life/Cubism Elective
- Drama A Elective, Semester 1
- Drama B Elective, Semester 2
- Dance Elective, Semester
- Music A - Specialist Elective, Semester 1
- Music B - Specialist Elective, Semester 2
- Music C - Music Media Elective, Semester 2

11
- Visual Arts - Art 1VAA10 (2 x 10 credits)
- Visual Arts - Design 1VAD10 (1 x 10 credits)
- Drama 1DRM10 (10 credits)
- Music - Solo Performance 2MFC10 (10 credits)
- Music - Technology 2MHY10 (10 credits)
- Music - Ensemble Performance 2MBL10 (10 credits)
- Music - Individual Study 2MVS10 (10 credits)
- Music - Musicianship 2MNP10 (10 credits)

Note: Students can study up to 40 credits.
Digital Technologies
Elective, Semester

Digital Technologies A
Elective, Semester 1

Digital Technologies B
Elective, Semester 2

Digital Technologies A
Elective, Semester 1

Digital Technologies B
Elective, Semester 2

Accounting
1ACG10 (2 x 10 credits)

Information Processing & Publishing
1IPR10 (1 x 10 credits)

Information Technology
1IFT10 (1 x 10 credits)

Business & Enterprise
1BUE10 (2 x 10 credits)

Tourism
1TOS10 (10 credits)

Accounting
2ACG20 (20 credits)

Business & Enterprise
2BUE20 (20 credits)

Information Processing and Publishing
2IPR20 (20 credits)

Tourism
2TOS20 (20 credits)

Workplace Practices
2WPC20 (20 credits)
English Pathways

8th Grade
- English Compulsory, Full Year

9th Grade
- English Compulsory, Full Year

10th Grade
- English Compulsory, Full Year

11th Grade
- English Pre English Communications Compulsory 2 x 10 Credits
- English Pre English Studies Compulsory 2 x 10 Credits
- English Pathways Compulsory 2 x 10 Credits Teacher recommended
- English as a Second Language Compulsory 2 x 10 Credits Selection criteria applies

12th Grade
- English Communications 20 Credits
- English Studies 20 Credits
- English as a Second Language 20 Credits Selection criteria applies
- English as a Second Language Studies 20 Credits Selection criteria applies
Health & Physical Education pathways

8
Food & Fabric
Semester, Elective

Health & Physical Education
Full Year, Compulsory
Specialist Sport - Netball or Soccer
Semester, Elective

9
Global Cuisine & Fabric Technology
Semester, Elective
Nutrition and Textiles
Semester, Elective

Health & Physical Education
Full Year, Compulsory
Specialist Sport - Netball or Soccer
Semester, Elective

10
Commercial Cooking & Garment Construction
Semester, Elective
Creative Culinary & Textile Design
Semester, Elective

Physical Education A
Semester, Elective
Physical Education B
Semester, Elective

11
Food & Hospitality
1FOH10 Semester (10 credits)
Child Studies
1CSD10 Semester (10 credits)

Physical Education A
1PHE10 Semester (10 credits)
Physical Education B
1PHE10 Semester (10 credits)

12
Food & Hospitality
2FOH20 (20 credits)
Child Studies
2CSD20 (20 credits)

Physical Education
2PHE20 (20 credits)
Humanities & Social Sciences pathways

8

History
Compulsory, Semester

Geography
Compulsory, Semester

9

History
Compulsory, Semester

Geography
Compulsory, Semester

10

History
Compulsory, Semester

Geography
Compulsory, Semester

11

Ancient Studies
1ANC10 (10 credits)

Geography
1GPY10 (10 credits)

Legal Studies
1LEG10 (10 credits)

Modern History
1HSY10 (10 credits)

12

Classical Studies
2CLS20 (20 credits)

Geography
2GPY20 (20 credits)

Legal Studies
2LEG20 (20 credits)

Modern History
2HSY20 (20 credits)
Languages pathways

8 Italian
   Full Year, Compulsory

9 Italian
   Full Year, Compulsory

10 Italian A
   Semester, Elective
Italian B
   Semester, Elective

11 Italian Continuers A
   1ITC10 (10 credits) Semester
Italian Continuers B
   1ITC10 (10 credits) Semester

12 Italian Continuers
   2ITC20 (20 credits) Full Year
Mathematics pathways

8

8

Mathematics
Full Year, Compulsory

9

Mathematics
Full Year, Compulsory

10

Mathematics
Semester 1, Teacher recommendation

Mathematics A
Semester 1

Stage 1 Numeracy for Work & Community Life
Semester 2, Teacher recommendation

Mathematics B
Semester 2

11

Numeracy for Work & Community Life
Semester 1 (10 credits)
Compulsory with Teacher recommendation

Note: 10 credits of numeracy subjects must be studied at Stage 1.

Mathematical Applications A
Semester 1
1MCN10 (10 credits)
Compulsory

Mathematical Applications A
Semester 1
1MCN10 (10 credits)
Compulsory

Mathematics A
Semester 1
1MAT10 (10 credits)
Compulsory

Mathematics A
Semester 1
1MAT10 (10 credits)
Compulsory

OR

Mathematics B
Semester 2
1MAT10 (10 credits)
Elective

Mathematics B
Semester 2
1MAT10 (10 credits)
Elective

Mathematics C
Semester 1 or 2
1MAT10 (10 credits)
Elective

Mathematics C
Semester 1 or 2
1MAT10 (10 credits)
Elective

Mathematics D
Semester 2
1MAT10 (10 credits)
Elective

Mathematics D
Semester 2
1MAT10 (10 credits)
Elective

12

Mathematical Applications
Full Year (20 credits) 2MCN20

Mathematical Methods
Full Year (20 credits) 2MHD20

Mathematical Studies
Full Year (20 credits) 2MDS20

Specialist Mathematics
Full Year (20 credits) 2MSC20
Religious Education pathways

8
Religious Education
Full Year, Compulsory

9
Religious Education
Full Year, Compulsory

10
Religious Education
Full Year, Compulsory

11
Religion Studies
Full Year, Compulsory
1REL20 (20 credits)

12
Religion Studies
Compulsory
2REL10 (10 credits)
Science pathways

8
Science
Full Year, Compulsory

9
Science
Full Year, Compulsory

10
Science
Full Year, Compulsory

11
Biology
1BIG10 (2 x 10 credits)
Chemistry
1CME10 (2 x 10 credits)
Nutrition
1NUT10 (10 credits)
Physics
1PYS10 (2 x 10 credits)
Psychology
1PSC10 (10 credits)

12
Biology
2BIG20 (20 credits)
Chemistry
2CME20 (20 credits)
Nutrition
2NUT20 (20 credits)
Physics
2PYS20 (20 credits)
Psychology
2PSC20 (20 credits)
SACE Stage 2
(Year 12) subject selection

Requirements for completing the SACE

In order to be eligible for 2017 entry into any one of the three universities in South Australia, you must qualify for the South Australian Certificate of Education (SACE) and meet the requirements to obtain an ATAR. An ATAR is based on 90 Credits of Stage 2 study.

To be awarded the SACE students completing Stage 2 in 2016 must:

• complete 200 credits of subjects
• achieve a grade of C or better in Stage 1 Personal Learning Plan, 20 credits of literacy and 10 credits of numeracy subjects
• achieve a grade of C - or better in Stage 2 Research Project (10 credits)
• achieve a grade of C - or better in an additional 60 credits at Stage 2.

### Subjects

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2VAA20 Visual Arts - Art</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2MBL10 Music - Ensemble Performance</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
<tr>
<td>2MNP10 Music - Musicianship</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
<tr>
<td>2MHY10 Music - Technology</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
<tr>
<td>2MVS10 Music - Individual Study</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
<tr>
<td>2MFC10 Music - Solo Performance</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
</tbody>
</table>

*Students studying Stage 2 Music need to choose a minimum of two Music subjects (20 credits) and may study a maximum of four (40 credits).*

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business, Enterprise &amp; Technology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2ACG20 Accounting</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2BUE20 Business &amp; Enterprise</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2IPR20 Information Processing and Publishing</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2TOS20 Tourism</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2WPC20 Workplace Practices</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
</tbody>
</table>

**Cross Disciplinary Studies**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Studies (Teacher recommendation)</td>
<td></td>
<td>Y</td>
<td>10 or 20</td>
</tr>
<tr>
<td>2RPB10 Research Project B (Semester 1 only)</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
</tbody>
</table>

**English**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2END20 English Studies</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2ECS20 English Communications</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2EGA20 English as a Second Language</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2ELG20 English as a Second Language Studies</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
</tbody>
</table>

**Health & Physical Education**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Full Year</th>
<th>SACE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2PHE20 Physical Education</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2FOH20 Food and Hospitality</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2CSD20 Child Studies</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>Subjects</td>
<td>Semester</td>
<td>Full Year</td>
<td>SACE Credits</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
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<td>--------------</td>
</tr>
<tr>
<td><strong>Humanities &amp; Social Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2CLS20 Classical Studies</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2GPY20 Geography Studies</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2LEG20 Legal Studies</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2MOH20 Modern History</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2ITC20 Italian - Continuers</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2MCN20 Mathematical Applications</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2MHD20 Mathematical Methods</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2MDS20 Mathematical Studies</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2MSC20 Specialist Mathematics</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td><strong>Religious Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2REL10 Religion Studies</td>
<td></td>
<td>Y</td>
<td>10</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2BIG20 Biology</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2CME20 Chemistry</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2NUT20 Nutrition</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2PYS20 Physics</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
<tr>
<td>2PSC20 Psychology</td>
<td></td>
<td>Y</td>
<td>20</td>
</tr>
</tbody>
</table>
**Music - Ensemble Performance**

**2MBL10**

**SACE Credits**
10 credits

Students studying Stage 2 Music need to choose a minimum of two Music subjects (20 credits) and may study up to five of which four can be used / 40 credits) for an ATAR.

**Compulsory or Elective**
Elective

**Pre-requisites**
Stage 1 Music Advanced or Experience Programs (20 credits)

**Length of Course**
Year

**Course Description**
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 present a minimum of 20 minutes of prepared music for assessment prior to selecting their best 10-12 minutes for External Assessment. All assessments are video recorded.

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

- **School-based Assessment**
  - Assessment Type 1: First Performance 30%
  - Assessment Type 2: Second Performance 40%

- **External Assessment**
  - External Assessment: Final Performance (10-12 Mins) 30%

Students perform in the ensemble in a practical examination. Students are required to perform individual selections from their parts in the final performance. The Final Performance is marked by external assessors with reference to the performance standards.

**Music - Musicianship**

**2MNP10**

**SACE Credits**
10 Credits

Students studying Stage 2 Music need to choose a minimum of two Music subjects (20 credits) and may study up to five of which four can be used / 40 credits) for an ATAR.

**Compulsory or Elective**
Elective

**Pre-requisites**
Stage 1 Music Advanced Program A & B

**Length of Course**
Year

**Course Description**
This is a rigorous course of study that extends and challenges student's knowledge and understanding of theoretical concepts through the study of Jazz related harmony. It develops aural acuity in a highly specialised manner through the aural identification and recognition of music and sound. Concepts are consolidated through weekly assignments and assessed through two skills development tests and an end of year examination. Students work on a notated musical arrangement utilising skills learnt and demonstrating competency and creativity in giving an original treatment to an existing piece of music. The arrangement is packaged with a score and audio recording along with a statement outlining ideas used and the intention of the arrangement and submitted to SACE for moderation.

**Assessment**
Students have the opportunity to demonstrate their learning through the following assessment types:

- **School-based Assessment**
  - Assessment Type 1: Skills Development 30%
  - Assessment Type 2: Arrangement 40%

- **External Assessment**
  - External Assessment: Examination 30%
  
  One hour of the Examination is responding to aural and theoretical questions from a CD of recorded samples and 30 minutes is used to complete a harmonic accompaniment to a given melody.
Music - Technology
2MHY10

SACE Credits
10 credits

Students studying Stage 2 Music need to choose a minimum of two Music subjects (20 credits) and may study up to five of which four can be used / 40 credits) for an ATAR.

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Music Advanced or Experience Programs (20 credits)

Length of Course
Year

Course Description
This subject is designed to develop students’ skills in, and knowledge of, music technology. Students select from the following topics and must choose at least one core topic and one option topic. Suggested Core Topics:
• Acoustics
• The Mixing Console
• Microphones
• Digital Audio Basics
• Signal Processing
• Aural Analysis
Teacher input will assist students in selecting topics they can succeed in.
Suggested Option topics:
• MIDI
• The Recording Process
• Loops and Waves
• Negotiated Process – a process not listed above

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

School-based Assessment Weighting
Folio 30%
Product 40%

External Assessment
Report 30%

Students present a report of their completed individual study in two parts. The Project Report is double marked. The teacher and the external assessor make a decision about the quality of the Project Report with reference to performance standards.

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

School-based Assessment Weighting
Folio of Minor Projects with Commentaries:
• Assessment Type 1: 3 minor projects 40%
• Assessment Type 2: 2 minor projects 30%

External Assessment
External Assessment: Major Project 30%

The Major Project with Commentary is marked by external assessors with reference to performance standards.
Music - Solo Performance
2MFC10

SACE Credits
10 credits

Students studying Stage 2 Music need to choose a minimum of two Music subjects (20 credits) and may study a maximum of four (40 credits).

Compulsory or Elective
Elective

Pre-requisites
Stage 1 Music Programs (20 credits).
Solo performance students need to consult with their instrumental teachers in conjunction with the Head of Music.

Length of Course
Year

Course Description
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. Performance skills are practised and refined through weekly performance workshops where students receive supportive feedback from the cohort. Students present a minimum of 18 minutes of prepared music for assessment prior to selecting their best 10-12 minutes for external assessment.

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

School-based Assessment
Assessment Type 1: First Performance 40%
Assessment Type 2: Second Performance 30%

External Assessment
Final Performance (10-12 mins) 30%

Students perform in a practical examination. The Final Performance is marked by external assessors with reference to performance standards. All assessments are video recorded.

Visual Arts - Art
2VAA20

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
At least one semester of Stage 1 Art

Length of Course
Year

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

The broad area of 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.

Content
The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

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

School-based Assessment
Folio 40%
Practical 30%

External Assessment
Visual Study 30%

The Visual Arts performance standards describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. A copy of the student's school based assessments are kept at the school for moderation purposes.
Accounting
2ACG20

SACE Credits
20 credits

Pre-requisites
At least a C in Stage 1 Accounting or Mathematics

Compulsory or Elective
Elective

Length of Course
Year

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

Content
Students study the following three sections:

• Section 1: The Environment of Accounting
• Section 2: Financial Accounting
• Section 3: Management Accounting.

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

School-based Assessment
Skills and Applications Tasks
50%
Report
20%

External Assessment
Examination
30%

For external assessment, students undertake a 2 hour examination. This includes a range of problem questions, including short answer and extended response questions. Problem questions integrate the key skills, knowledge and understanding from all sections of the content with a focus on the knowledge, skills, applications, analysis and interpretation involved in accounting practice. The examination will be marked by external assessors with reference to the performance standards.

Business & Enterprise
2BUE20

SACE Credits
20 credits

Pre-requisites
None

Compulsory or Elective
Elective

Length of Course
Year

Course Description
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business and social contexts, locally, nationally and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well being and lifestyle of individuals, communities, the economy, and the environment.

Content
For a 20 credit subject, students complete the study of:

• the core topic, and
• two option topics.

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

School-based Assessment
Folio
30%
Practical
20%
Issues Study
20%

External Assessment
Report
30%

The Business and Enterprise 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.
Information Processing & Publishing 2IPR20

SACE Credits
20 credits

Compulsory or Elective
Elective

Course Description
Students investigate the use of technology to design and implement information processing solutions. They develop solutions to text-based problems in information processing and publishing using imagination and creativity to make choices on the appropriate computer hardware and software for communicating in a range of contexts. They use the design process to apply problem solving, critical thinking and decision making skills.

Content
Two focus areas are chosen from the four focus areas which are:

• Desktop Publishing
• Electronic Publishing
• Personal Documents
• Business Documents.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Skills</td>
<td>40%</td>
</tr>
<tr>
<td>Issues Analysis</td>
<td>30%</td>
</tr>
</tbody>
</table>

| External Assessment                     |           |
| Product and Documentation               | 30%       |

External Assessment
Product and Documentation

The Information Processing and Publishing 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.

Tourism 2TOS20

SACE Credits
20 credits

Compulsory or Elective
Elective

Course Description
In Stage 2 Tourism, students develop an understanding of the nature of tourists, tourism and the tourism industry. They investigate local, national and global tourism, and explore tourism as a business. They will study and apply tourism concepts and models, including sustainable tourism and cultural sustainability. Students will develop this understanding by investigating, analysing and evaluating viewpoints and information about tourism trends, developments and/or contemporary issues. They will gain an understanding of the complex economic, social, cultural and environmental impacts of tourism.

Content
The study of Tourism at Stage 2 requires the study of four themes and within these themes three topics are covered.

Themes:
1. Planning & managing sustainable tourism
2. Evaluating the nature of work in the tourism industry
3. Traveller’s perceptions and interaction of host community and visitor
4. Operations and structures of the tourism industry

Topics:
1. The impacts of tourism
2. Special interest tourism
3. Responsible tourism

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Practical Activity</td>
<td>25%</td>
</tr>
<tr>
<td>Investigation</td>
<td>25%</td>
</tr>
</tbody>
</table>

| External Assessment                     |           |
| Examination                             | 30%       |
Workplace Practices
2WPC20

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
None

Length of Course
Year

Course Description
In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students undertake 50 hours of experience learning in the workplace and develop and reflect on their capabilities, interests, and aspirations.

Content
For the 20 credit subject, students must include the following areas of study:

- Industry and Work Knowledge, and
- Vocational Learning.

For the Industry and Work Knowledge component, students undertaking Workplace Practices (20 credits), study these topics:

- Topic 1: Future Trends in the World of Work
- Topic 2: Workers Rights and Responsibilities
- Topic 3: Career Planning

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

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

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

The Workplace Practices 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.
Research Project B
2RPB10

SACE Credits
10 credits

Compulsory or Elective
Compulsory 10 credit Stage 2 subject that needs to be completed with a ‘C-’ grade or better

Pre-requisites
None

Length of Course
Semester 1 only

Course Description
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.

Assessment
Research Project B, has an external assessment that must be undertaken in written form as an evaluation and is for students wishing to include the subject in the calculation of their ATAR - Australian Tertiary Admissions Rank.

School-based Assessment
Folio
Outcome

Weighting
40%
30%

External Assessment
Evaluation

30%

The 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 - Numeracy, Literacy, Information & Communication Technology, Critical & Creative Thinking, Personal & Social Capability, Ethical Understanding or Intercultural Understanding 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.
English Studies
2END20

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
A 'C' grade or better in Stage 1 English - Pre English Studies is highly recommended

Length of Course
Year

Course Description
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.

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 (eg 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:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Studies</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Study</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

The English Studies 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.
English Communications
2ECS20

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
A ‘C’ grade or better in Stage 1 English - Pre English Communications or Pre English Studies is recommended

Length of Course
Year

Course Description
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
Students undertake tasks within the following:

• Text Study
• Text Production Study
• Communication Study (consists of two parts).

Analysis and comparison is performed using one of the following categories of communication:

• Mass Media Communication
• Personal Communication
• Business Communication
• Computer Mediated Communication
• Advertising.

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:

• Oral Language
• Workplace Writing
• Writing for Publication
• Folio.

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

School-based Assessment
Text Analysis 20%
Text Production 20%
Communication Study 30%

External Assessment
Folio 30%

The English Communications 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. The school-based assessments and the external assessment will be marked with reference to the performance standards.
English as a Second Language
2EGA20

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
A ‘C’ grade or better in Stage 1 ESL is recommended. Students must meet the eligibility requirements set out by the SACE Board of SA and SACE Board approval is required to undertake this course.

The criterion for eligibility:

- A student for whom English is a second language, and who has not had more than a total of five years of full time schooling where the medium of instruction was English

OR

- If a student has had more than a total of five years of full time schooling where the medium of instruction was English and whose knowledge of English is restricted. In this case student work will be assessed to ascertain the level on the Literacy ESL Scale, to determine eligibility for the course.

Length of Course
Year

Course Description
English as a Second Language is designed for students for whom English is an additional language or dialect. Students increase their confidence and competence as users of English, developing skills as critical readers, viewers, listeners, speakers, and writers. They learn to use language that is appropriate for cultural and situational contexts, controlling the structures and features of English. Students also develop an understanding of a variety of texts.

Students develop their understanding and proficiency in the use of the English language as they build on the skills they have in their first language. This process helps them to develop skills in reflecting and commenting on the ways in which cultural meanings are expressed in texts.

Content
Students undertake tasks within the following areas of study:

- Communication Study
- Text Production Study
- Language Applications Study
- Investigative Study

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

School-based Assessment

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Study</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>30%</td>
</tr>
<tr>
<td>Language Application</td>
<td>20%</td>
</tr>
</tbody>
</table>

External Assessment

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

The English as a Second Language 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.
SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
A ‘C’ grade or better in Stage 1 ESL is recommended. Students must meet the eligibility requirements set out by the SACE Board of SA and SACE Board approval is required to undertake this course. The criterion for eligibility:

• A student for whom English is a Second Language, and who has not had more than a total of five years of full time schooling where the medium of instruction was English

OR

• If a student has had more than a total of five years of full time schooling where the medium of instruction was English and whose knowledge of English is restricted. In this case student work will be assessed to ascertain the level on the SACSA ESL Scale, to determine eligibility for the course.

Length of Course
Year

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

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

Content
Students undertake tasks within the following areas of study:

• Issues Analysis
• Text Production
• Investigation.

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

School-based Assessment
Issues Analysis 20%
Text Production 20%
Investigation 30%

External Assessment
Examination 30%

The English as a Second Language Studies 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.
Child Studies
2CSD20

SACE Credits
20 credits

Compulsory or Elective
Elective

Length of Course
Year

Course Description
The Stage 2 subject 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 the following five areas of study:

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

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

School-based Assessment
Practical Activity 50%
Group Activity 20%

External Assessment
Investigation 30%

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

The Child Studies 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.

Food and Hospitality
2FOH20

SACE Credits
20 credits

Compulsory or Elective
Elective

Length of Course
Year

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

Content
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. Students study
topics within the following five areas of study:

• Contemporary and Future Issues
• Economic and Environmental Influences
• Political and Legal Influences
• Sociocultural Influences
• Technological Influences.

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

School-based Assessment
Practical Activity 50%
Group Activity 20%

External Assessment
Investigation 30%

The Food and Hospitality 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.
**Physical Education**

**2PHE20**

**SACE Credits**
20 credits

**Pre-requisites**
One semester of Stage 1 Physical Education is recommended

**Length of Course**
Year

**Compulsory or Elective**
Elective

**Course Description**
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. They explore their own physical capacities and analyse performance, health and lifestyle issues. Students develop skills in communication, investigation and the ability to apply knowledge to practical situations.

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

- Practical Skills and Applications
- Principles and Issues.

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

Some practical activities require additional costs.

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

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

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

The Physical Education 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.
Classical Studies
2CLS20

SACE Credits
20 credits

Compulsory or Elective
Elective

Length of Course
Year

Pre-requisites
The study of Stage 1 History is an advantage, but not essential. Stage 1 English provides a useful background.

Course Description
This subject is divided into three sections:

- Greek and Roman Literature
- Greek and Roman Society, History and Culture
- Special Study.

Content
The literature is approached in the same manner as in English, with a study of the plot, themes, characterisation and language. The study of society focuses on Athens and Sparta and the political, social, economic and cultural roles of their inhabitants.

The topics studied in this class are:

- *The Odyssey* by Homer
- Plays by Euripides & Sophocles
- *Greek Society - 5th century B.C.*

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

School-based Assessment
Folio
Essays

External Assessment
Special Study

Grades are determined by reference to the SACE Performance Standards. Students undertake four to six folio assessments, three essays and one special study.
SACE Credits
20 credits

Pre-requisites
At least a C in Stage 1 Geography or English

Length of Course
Year

Compulsory or Elective
Elective

Course Description
The discipline of geography deals with diverse environmental phenomena and human activities, including natural hazards, landscapes, tourism, economic development, agriculture, and urban planning. Geography students develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities and challenges for, and constraints to, such interactions. An important component of geographical inquiry in the 21st Century is awareness that people are dependent on increasingly threatened human and physical environments. Students use spatial technologies to investigate contemporary issues, and develop knowledge and skills that enable them to contribute to the sustainable use of the Earth's physical and human environments.

Content
Core Topic - Population, Resources, and Development:
This topic introduces students to the key factors that influence human interactions with the natural environment, including population pressure and the level of consumption. Students will investigate the factors involved in population change. Students become familiar with issues related to the use of resources and the concept of an ecological footprint is studied in relation to countries at different stages of development. The ecosystem model is used to explore the complexity of potential impacts of resource use on the environment and the need for sustainable development.

Option Topics:
Students must complete an individual fieldwork report and an inquiry related to two option topics.

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

School-based Assessment
Fieldwork 25%
Inquiry 20%
Folio 25%

External Assessment
Examination 30%

Students will provide evidence of their learning through eight assessments, including the external assessment component.
Legal Studies
2LEG20

SACE Credits
20 credits

Compulsory or Elective
Elective

Length of Course
Year

Pre-requisites
Stage 1 Legal Studies is preferred. Students are advised that reading, writing and analytical skills need to be of a high level.

Course Description
Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. The study of Legal Studies provides insight into law making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied. In Stage 2 Legal Studies, students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government, and participation.

Content
At Stage 2 students study the following four topics:

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

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

School-based Assessment
Folio
Inquiry

External Assessment
Examination

The Legal Studies 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.
Modern History
2MOH20

SACE Credits
20 credits

Compulsory or Elective
Elective

Course Description
The Modern History course gives students the opportunity to analyse a period, event, group of people or phenomenon that have had an impact on World History after 1500. Students will build on their skills of historical inquiry formulated in previous years. Students are advised that good analytical and communication skills are required for success in this subject.

Content
- Thematic study
- Depth study
- Special Study Essay (student’s choice in consultation with the teacher)

Topics will be decided according to teacher and student interest and resourcing, however, they may include topics such as Slavery, The Great Depression, Revolutions, WW1, Women’s issues and African Apartheid.

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

School-based Assessment
Folio 50%
Special Study Essay 20%

External Assessment
External Exam 30%

The Folio will consist of all school assignments, usually numbering 6 – 8 over the year.

The Modern History Subject Outline on the SACE website includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- for each assignment at the student’s completion of the subject.

Italian Continuers
2ITC20

SACE Credits
20 credits

Length of Course
Year

Compulsory or Elective
Elective

Pre-requisites
Satisfactory completion of a full year of SACE Stage 1 Italian Continuers. Students should have the ability to express ideas fluently and accurately in Italian oral and written activities, including a reasonable understanding of the functions of grammar in Italian and English.

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

Content
Stage 2 Italian Continuers consists of the following three themes as well as a number of prescribed topics and suggested subtopics:

- The Individual
- The Italian Speaking Communities
- The Changing World.

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

School-based Assessment
Folio 50%
In-depth Study 20%

External Assessment
Written and Oral Examination 30%

The Locally Assessed Languages at Continuers Level 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.
Mathematical Applications
2MCN20

SACE Credits
20 credits

Pre-requisites
Stage 1 Mathematical Applications B or Stage 1 Mathematics B.

Compulsory or Elective
Elective

Course Description
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 consists of the following four topics:

Semester 1
Topic 1: Share Investments
Topic 2: Mathematics and Small Business

Semester 2
Topic 3: Investment and Loans
Topic 4: Statistics & Working with Data

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

School-based Assessment
Skills and Applications Tasks 30%
Folio 40%

External Assessment
Examination 30%

The Mathematical Applications 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.

Mathematical Methods
2MHD20

SACE Credits
20 credits

Pre-requisites
Stage 1 Mathematics A and B

Compulsory or Elective
Elective

Length of Course
Year

Course Description
Through the study of Mathematical Methods students participate in a wide variety of problem solving activities. They express and interpret mathematical ideas, and use appropriate instruments, technology, and networks to access information, process ideas, and communicate results.

Content
Stage 2 Mathematical Methods consists of the following four topics:

• Topic 1: Working with Statistics
• Topic 2: Algebraic Models from Data - Working from Observation
• Topic 3: Calculus - Describing Change
• Topic 4: Linear Models - Managing Resources

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

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

School-based Assessment
Skills and Applications Tasks 45%
Folio 25%

External Assessment
Examination 30%

The Mathematical Methods 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.
Mathematical Studies 2MDS20

SACE Credits
20 credits

Compulsory or Elective
Elective

Course Description
Through the study of Mathematical Studies 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 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
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment
Skills and Applications Tasks
45%
Folio
25%

External Assessment
Examination
30%

The Mathematical Studies 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.

Specialist Mathematics 2MSC20

SACE Credits
20 credits

Compulsory or Elective
Elective

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

School-based Assessment
Skills and Applications Tasks
45%
Folio
25%

External Assessment
Examination
30%

The Specialist Mathematics 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.
### Religion Studies 2REL10

<table>
<thead>
<tr>
<th>SACE Credits</th>
<th>10 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Length of Course</td>
<td>Year</td>
</tr>
</tbody>
</table>

#### Course Description
Students focus on an aspect of religion or spirituality within and across traditions, and explore the religious basis of an ethical or social justice issue. They gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion and spirituality as something living and dynamic, and the ways in which people think, feel and act because of their religious beliefs.

#### Content
Students study the core topic and one option topic. The chosen option is Christianity.

#### Core Topic:
- Overview of Religion

#### Option Topic:
- Christianity

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

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

#### External Assessment
Investigation 30%

### Chemistry 2CME20

<table>
<thead>
<tr>
<th>SACE Credits</th>
<th>20 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory or Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Length of Course</td>
<td>Year</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

#### External Assessment
Examination 30%

The Chemistry Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E– on completion of the 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:

**School-based Assessment**
- Investigations Folio 40%
- Skills and Applications Tasks 30%

**External Assessment**
- Examination 30%

The Biology Subject Outline includes performance standards, which describe five levels of achievement. The school based assessments and the external assessment will be marked with reference to the performance standards. The final result will be reported as a grade between A+ to E-. 

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
None, however successful completion of Stage 1 Biology is an advantage.

Length of Course
Year

Course Description
The study of Biology is organised into the following themes:

- **Macromolecules** covers the structure and function of organic molecules found in living things.
- **Cells** covers the structure and function of cells both in unicellular and multicellular organisms.
- **Organisms** covers the structure and function of organisms, using the human body as an example.
- **Ecosystems** covers the interactions between members of the same species, different species and the non living environment, with an emphasis on the evolutionary perspective.

The themes are arranged as a hierarchy. Each theme is divided into six threads that enable the student to develop skills in working scientifically to acquire, understand and communicate knowledge of biology.
Nutrition
2NUT20

SACE Credits
20 credits

Pre-requisites
None

Length of Course
Year

Compulsory or Elective
Elective

Course Description
Students of Nutrition are presented with up to date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet related diseases. Students have the opportunity to examine factors that influence food choices and reflect on local, national, indigenous, and global concerns and associated issues. They investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Content
Students undertake the study of all four core topics and one option topic.

Core Topics
- Core Topic 1: The Fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle, and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition, and the Consumer

Option Topics
- Option Topic 2: Global Hunger

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

School-based Assessment
- Investigations Folio 40%
- Skills and Applications Tasks 30%

External Assessment
- Examination 30%

The Nutrition Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- on completion of the subject.
**Psychology**

2PSC20

**SACE Credits**
20 credits

**Pre-requisites**
Stage 1 Psychology is highly recommended

**Length of Course**
Year

**Compulsory or Elective**
Elective

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

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

**Content**
All topics must be studied and include:

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

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

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

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

The Psychology Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- on completion of the subject.
Physics
2PYS20

SACE Credits
20 credits

Compulsory or Elective
Elective

Pre-requisites
Successful completion of Stage 1 Physics.

Length of Course
Year

Course Description
The study of Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of physics through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei.

Content
The capabilities for learning and communication are the focus of the learning requirements that support students as they acquire, understand, and apply knowledge in Physics, and are reflected in the performance standards. Through the capabilities for citizenship and work, students develop an appreciation of the issues and ideas described in the content and learn to apply physics in a broad, holistic manner. The capability for personal development is reflected in the learning requirements and the content that relate to the development of students’ opinions and self evaluation.

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

School-based Assessment
Investigations Folio 40%
Skills and Applications Tasks 30%

External Assessment
Examination 30%

The Physics Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- on completion of the subject.
Be a
MacKillop
girl...

Mary MacKillop College
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